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ABSTRACT

Field testing of the portfolio model in selected career and technology education (C&TE) programs and support documents was conducted during the 1995-96 school year. The model was used by 16 child care and early childhood professions teachers and 4 horticultural science teachers in Texas with 366 students. The teachers, who received training in authentic assessment, acted as coaches, facilitators, and advisors in the portfolio process. The portfolio evaluation for the child care field test consisted of scoring sheets and rubrics for portfolio documents; rating or score sheets; letter grades and self-evaluation; and a holistic approach to evaluate the entire portfolio. The general response of students to the portfolio was positive. Students' intended purpose for the portfolios included three uses: employment, personal use, and college credit with child care directors, parents, and college scholarship and articulation boards as audiences. Two assessment instruments were created and used for evaluation of the horticulture field test: a telephone survey of teachers and a questionnaire and student evaluation form. Teachers' evaluations of the portfolios were very positive. Students felt the purpose of the portfolios was to represent themselves and get a grade and named the teacher as the primary audience. (Appendixes to the 19-page report include a list of 34 references; correspondence; evaluation forms; examples of child care portfolio items; and the article, "Using Portfolios to Assess Student Performance.") (YLB)

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ED 396 110

Authentic Assessment for Occupational Competency for Career and Technology Education

FINAL REPORT
YEAR THREE

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June 1996

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Final Report - Year Three

Authentic Assessment for Occupational Competency for Career and Technology Education

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June 1996

The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational Education Act (Public Law 101-392). Contractees undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Texas Education Agency position or policy.

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The following teachers served as field test sites and provided input into the contents of the Career Portfolio:

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(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

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CHAPTER 1

INTRODUCTION

The Authentic Assessment for Occupational Competency for Career and Technology Education Project was conducted cooperatively by faculty and staff in Home Economics Education and Agricultural Education and Communication at Texas Tech University and the Career and Technology staff of the Texas Education Agency, which served as the funding agency. The multi-year project focused on the integration of the Secretary's Commission on Achieving Necessary Skills (SCANS) into Career and Technology courses. The project specifications included the development of a Career and Technology portfolio model for all students completing a coherent sequence of courses. The purpose for Year Three of the study was to field test the portfolio model.

Year Three of the project was conducted from July 1, 1995 through June 30, 1996. In accordance with The Master Plan for Technical Education (1993), this project addressed the integration of general education and Career and Technology Education with special consideration for new developments in technology.

Objectives

The objectives of the project were to:

1) Conduct field tests of the portfolio model in selected Career & Technology Education (C&TE) programs.

2) Provide technical assistance/staff development to prepare C&TE teachers to use the portfolio model.

Rationale

To ensure that Texans entering the work force can meet the demands of the work place, it is important to assess occupational competencies for all students who complete a coherent sequence of courses in C&TE. The current project field tested a career portfolio model in the evaluation of exit-level skills and competencies of students. The accomplishments of Year One included the identification of occupations, the validation of job specific competencies, and the identification of procedures to assess those competencies. In Year Two, a career portfolio model was developed. Focus groups, individual interviews, and site visits provided input from business and industry representatives, specialists in general education, and classroom teachers. The activities in Year Three included field testing the career portfolio model: securing sites, training teachers, compiling responses from teachers and students who used the model, and planning professional development sessions for other teachers.

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Background and Review of Literature

Portfolios

Authentic assessment is a form of evaluation that requires students to demonstrate proficiency in a variety of ways—performing a skill, solving a problem, generating a scientific hypothesis—rather than select an answer from a ready-made list (Lawver et al., 1994). Portfolios are one type of authentic assessment. A career portfolio is a documented history of a person's achievements, experiences, and performances as related to a specific career (Felstehausen, Lawver, Couch, Bolen, & White, 1995).

Portfolios have been used with people of all ages. As early as kindergarten (Fueyo, 1994), children are encouraged to begin the portfolio process and continue up-dating the portfolio through the middle school years (Collins & Dana, 1993). By junior high, the portfolio should be comprehensive, detailed, and represent a positive picture of the student with present and future interests included (Katzman, 1995). At the secondary level, a career portfolio is composed of artifacts and documents that represent accomplished skills, knowledge, performance, and competencies useful for entry into the workforce or higher education (Borthwick, 1995). The portfolio is a deliberate collection of work that records student's efforts in goal setting, achievement, and reflective self-assessment (Adamchik, 1995). Teaching portfolios are now being used by some school districts to document teacher expertise (Johnson, 1995; Spalding, 1995). Edgerton, Hutchings, and Quinlan (1991) promote the use of portfolios to document effective teaching that leads to student understanding. Thus, not only can the portfolio be used for all ages, it also can be helpful in a variety of situations.

Many types of portfolios can be constructed. The *showcase* portfolio highlights a student's best work. The *documentation* portfolio provides evidence of student progress. The *process* portfolio displays on-going work on a large project. The *evaluation* portfolio has specified contents that are scored, usually by external examiners (Garcia & Pearson, 1994).

The first step in the portfolio process is to determine the purpose and audience for the portfolio (Collins & Dana, 1993; Goerss, 1993). One purpose of a career portfolio could be to prepare for an entry-level job interview. Another purpose could be to document courses taken at the secondary level that can be articulated with classes at the college or university level in a Tech Prep agreement. Students could have multiple purposes for career portfolios.

The audience could include a potential employer, a college or university, Tech Prep board, or scholarship committee. If the student chooses the purpose and audience, greater "buy in" occurs through energy expended and quality produced. Paulson and Paulson (1996) call the audience, stakeholders; the purpose, process; and contents, history.

The purpose and audience determine the contents of the portfolio. The selected documents should include captions and reflections. Captions are statements attached to each document that describes what it is, why it is included, and what it is evidence of (Collins & Dana, 1993). Reflection statements help the student think about the document and what was learned from the process of putting the portfolio together (Collins & Dana, 1993; Powell, 1993).

Collins and Dana (1993) also suggest the value-added principle for selecting documents for the portfolio. The student selects the one document that provides the most compelling evidence of having met the purpose of the portfolio. This process is repeated until nothing of

value will be added to the portfolio by the addition of documents. The portfolio should be logical, readable, and believable (Katzman, 1995).

Collinson (1995) suggests that the seven intelligences be represented in the portfolio. The seven intelligences include verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal. Powell (1993) states that the portfolio shows a student's development and achievement to the audience using a variety of work samples.

The purpose, audience, and content may vary with each student and must be agreed upon by the teacher and students in the class. Local or state policies may provide mandates or guidelines for portfolio development.

Portfolio Assessment

The portfolio captures "critical incidents" or snapshots of "history in the making" in the life and learning of a student (Ingle, 1994). Rubrics, score cards, and benchmarks are associated with portfolio assessment. Rubrics are designed to cause reflections and point to increased levels of mastery by describing or portraying the developmental stages of progress (Ingle, 1994). Pate, Homestead, and McGinnis (1993) define a rubric as a scaled set of criteria that clearly defines for the student and teacher what a range of acceptable and unacceptable performance looks like. The rubric should contain enough detail so no one questions how well the activity was done. The rubrics are the directions for how to recognize a benchmark (Collins & Dana, 1993).

Benchmarks are statements that signal the levels of mastery. Benchmarks can be set before the portfolio process begins, during the process, or at the end of the process (Collins & Dana, 1993). Benchmarks for excellence exceed the performance that most students are capable of, i.e. entry-level competencies, so students can determine their current status of skills and performance and compare the present level with industry standards.

The score card is the grid-like document on which the scoring is recorded (Collins & Dana, 1993). Each skill to be evaluated should have descriptors that clearly depict the mastery level of the skill performance. Three to five levels—novice to excellence—are often used.

Portfolio assessment can be tailored to meet the purpose, audience, and content of the portfolio. The portfolio process can be improved if students and industry representatives are involved. The portfolio assessment process can be used to promote the C&TE program and increase public relations image. The stakes set for the portfolio should be low or moderate during the early stages of portfolio development. The stakes can be increased when student performance reaches excellence levels.

Using Technology in Portfolio Development

Computers are being used at all levels of education. Managing the document accumulation associated with portfolios is one good use for technology. Several software programs have been developed for portfolios. *Student Portfolios* manages multimedia portfolios that include movies, pictures, slide shows, audio, and text ("Software," 1995). In Learning Quest's *Electronic Portfolio*, pictures, sound, video, and computer-based multimedia presentations can be created by students. Input methods include using scanners, digitizing cameras, and videos captured and stored on mass media storage devices such as hard drives, cartridge drives, magneto-optical drives, recordable CD-ROM (CD-R), and Digital Audio Tape drives (DAT) ("Awards Portfolio," 1995; Moersch & Fisher, 1996).

The Macintosh *Hypercard* program also can be used to create student portfolios. The student controls what the portfolio looks like, what materials it contains, how it is organized, and what the evaluation process will include (Cullen & Balkema, 1995). Other programs suitable for the development of student portfolios include *Work Sampling System, Grady Profile, Learner, Profile, Chalkboard,* and *KidPix* (Barrett, 1994).

Teachers can use multimedia presentations to enhance instruction and student learning. The greatest advantage of multimedia lies in the capability of adding visual impact to verbal communication. A presentation blueprint called a "storyboard" must be created. The storyboard consists of a series of thumbnail sketches containing key informational elements that will appear on each frame of the presentation (Howles & Pettengill, 1993; Stanley, 1994). As with any worthwhile project, multimedia presentations require great creativity, thought, planning, problem solving, and time. Students can use the idea of a storyboard to create a career portfolio.

Online services are gaining momentum as resources to supplement information available in the classroom. Sneak preview catalogs on CD-ROM products are available to librarians (Follett, 1995). *C-SPAN Online* and *C-SPAN in the Classroom Online* are available to teachers. Lesson plans accompany the information (Wheeler, 1995). Sources on the Internet increase and improve daily (Descy, 1995a, 1995b, 1995c, 1995d, 1996). Students can access online services as resources for projects, lesson plans, and learning centers that can be included in a career portfolio as changes in technology occur rapidly, the ability to locate information increases in importance for students and teachers.

Summary

In summary, portfolios are one way to incorporate authentic assessment into the curriculum. The portfolio will vary depending upon the student's purpose, audience, and content. Portfolio assessment should be based on mastery level benchmarks with established rubrics for scoring that make the performance of the competency evident to all.

In addition to assisting in preparation of portfolios, technology can be used as a storage device for portfolios. The technology selected should match the technology available for the end use. Sources of information on various subjects is available through the Internet and the evolving National Information Infrastructure. Information regarding small children can be accessed from classrooms for those students enrolled in child care classes.

Questions Addressed in the Project

Major questions examined in Year Three of the Authentic Assessment project were:

1) How do students and teachers respond to the Career Portfolio model?

2) What changes should be made to the model and documents?

3) How do students and teachers respond to the portfolio development process?

4) What uses of technology can be incorporated into the portfolio?

5) How can the portfolio process be integrated with general education?

6) How can the portfolio process be adapted for students with diverse abilities?

7) How can professional development on portfolios be provided to teachers?

Basic Assumptions

The following assumptions were made:

1) Current curriculum practices are adaptable to the development of a Career Portfolio.

2) Students with diverse abilities can demonstrate skills and competencies through a Career Portfolio.

3) Meaningful assessment methods of the Career Portfolio are identifiable.

4) C&TE teachers will be receptive to in-service training on the use of Career Portfolios.

5) Business and industry leaders will accept Career Portfolios as evidence of student qualifications.

6) Career portfolios will be useful to students when applying for employment or seeking admission to higher education.

Limitations of the Project

The following limitations of the project were recognized:

1) The Career Portfolio was field tested with only two occupational areas, child care and horticulture.

2) The field test sites may not be representative of all child care and horticulture classes or of other C&TE programs.

3) Input from representatives of general education was limited.

4) The Career Portfolio model is a suggested starting place in the portfolio development process and must be adapted to meet the needs of individual programs and students.

Chapter 2 of this report describes the methods and procedures used in field testing the career portfolio model. Chapter 3 reports the analysis and interpretation of the field test results, while Chapter 4 contains conclusions and suggested procedures for professional development.

CHAPTER 2

METHODS & PROCEDURES

Field testing of the career portfolio model and support documents was conducted during the 1995-1996 school year. The selection process of field test sites participants, training sessions, and survey of art and architecture professionals who use portfolios during the application and interview process are described below.

Selection of Field Test Participants

The selection of field test participants varied for the C&TE areas. The two areas included child care and horticulture.

Child Care

Sixteen Child Care and Early Childhood Professions (ECP) teachers participated in the career portfolio field test. The teachers were located at three geographic areas in Texas. Four teachers of Early Childhood Professions were located in the Cypress-Fairbanks Independent School District. An articulation agreement with area community colleges for Tech Prep college credit for high school courses had been established before the portfolio process began. This district requires a senior portfolio to meet established standards.

A second location was Garland Independent School District. Six child care and guidance teachers participated including one teacher who filled a new position beginning in January 1996. Work is in progress to establish a Tech Prep link with area community colleges. At this time the articulation agreement is pending.

The third location was in the Lubbock area and included six teachers just beginning the Tech Prep Early Childhood Professions program as part of the South Plains College Tech Prep Consortia. The articulation agreement with South Plains Community College is being established. This is the first year for a number of pilot schools to begin teaching the Tech Prep programs. At the end of the year, the six teachers have begun training other members of the Consortia.

The Garland teachers participated in Year Two of the project to verify that the information child care directors wanted in a portfolio was possible from the teacher point of view. The Houston teachers were contacted through networking with one teacher. The Lubbock area teachers were contacted through networking involving student teachers, cooperating teachers, and college representatives.

Horticulture

Horticultural science teachers were identified by the following process. First, Kirk Edney, Director of Agricultural Science & Technology, created a tentative list of teachers. This list was reviewed and initial contact was made by letter (See Appendix A, Horticultural Correspondence). Second, the teachers were contacted by telephone about the impending orientation meeting. Attendance was minimal compared to the original list, but absent teachers were contacted by telephone, and interested teachers were mailed introductory information for

orientation to the project (See Appendix A). Finally, the completed list of teachers participating was assumed from the teachers who attended the portfolio assessment training session in Dallas. A complete list of the participants is provided on page iii.

Training Sessions

Two training sessions were held. The first, an orientation training session, was held separately for child care and horticulture. A joint portfolio assessment training session was held in January 1996 with an educational specialist conducting the session.

Orientation

Child Care Teachers

Initial contact with teachers was made through the administrative liaison (See Appendix B, Child Care Correspondence). The child care orientation session was held in three locations. The same information was covered with each group. The Lubbock session was held October 6, 1995 in the Home Economics Curriculum Center at Texas Tech University. The Garland session was held at South Garland High on the morning of October 11, 1995. The Houston session was held at the Instructional Support Center in Houston on the afternoon of October 11, 1995. One teacher from the Lubbock area was unable to attend and was, therefore, provided individual training following the three group sessions.

Each session was conducted by the Home Economics project staff. Following a welcome and introductions, the requirements of the project were explained to the field test teachers. A brief summary of authentic assessment was provided along with an emphasis on Secretary's Commission on Achieving Necessary Skills (SCANS). The results of the focus groups with child care directors were discussed as the foundation for the career portfolio model and support documents. The following guidelines were provided as basis for field testing the portfolio model:

The career portfolio model is intended as an example only.
Other documents may be included.
Local design decisions are encouraged to meet the special needs of students.
Collaboration with general education is encouraged.
Teachers are encouraged to integrate SCANS into the curriculum.
The use of technology and systems, as depicted in SCANS, represents special challenges. Suggestions about incorporating these two skills into the portfolio development process are needed.

Each suggested document in the portfolio model and the accompanying evaluation forms were discussed. The question of portfolio assessment was addressed. Documents other than text, such as video and photos were proposed. Forms for collecting student and teacher responses were presented and discussed. Self-addressed envelopes were provided for mailing. Thank you notes (Appendix B) with Field Test Guidelines that included the revised evaluation forms for teachers and student evaluation forms (Appendix C, Child Care Evaluation Forms) were sent to participants following the session.

Horticulture Teachers

Training of the pilot project participants was arranged for January 10, 1996, on the Trans-Texas Videoconference Network (TTVN). Teachers were contacted by telephone to notify them of the session. Four teachers participated. Through this session, teachers were familiarized with the history of the project, future plans were discussed, questions were answered, and notification of the next meeting was given.

Portfolio Assessment Training

The portfolio assessment training session was held January 31, 1996, in Dallas (See Appendix D, January Meeting Agenda). Announcement of the session was sent to teachers in November with details sent in January. The session was attended by child care and horticulture field test teachers, administrators, Texas Education Agency staff, and the project staff. A total of 32 people attended.

Mary Perry, an educational consultant from Austin, conducted the session. The audience, purpose, and contents of the career portfolio were discussed. Other topics for the day included:

assessment challenges
portfolio importance (stakes)
assessment types
portfolio reviewers
scoring card criteria and development
classroom implementation plan
professional development implementation activities

Each training session activity was based on the needs and questions voiced by the participants. Implementation strategies were discussed in depth. Rubric samples for the assessment of portfolios were given as a guideline for use in evaluating career portfolios assembled by students in the field test. Thank you notes with information from the session was sent to the participants (See Appendix B).

The training session also served as the orientation for the horticulture teachers who did not attend the TTVN session but showed interest in the project (See Appendix A). A schedule for the meeting was sent to all teachers (See Appendix D). After reviewing a list of suggested portfolio content (See Appendix E, Horticultural Portfolio), which was created as a result of focus group sessions held in Year Two of the project, the teachers explored possibilities for use of portfolios. They suggested that a Career Development Event could be an excellent way to further the expansion of the use of portfolios. The Texas Association Future Homemakers of America (FHA) Students Taking Action with Recognition (STAR) Events Guidebook (1995) was used as an example of a contest portfolio. The FHA STAR Events, Applied Technology and Job Interview, require the development of a portfolio.

Data Collection Procedures

Information was obtained from teachers and students at schools and from representatives in industry. The information collected was both qualitative and quantitative.

Collection of Field Test Data

Information packets were mailed to participating child care field test teachers following orientation. The packet consisted of teacher evaluation forms for each of the suggested documents and a generalized form for student input. Collection dates of December 1, March 15, and May 15 were established. An information packet containing end-of-the-year portfolio assessment sheets were mailed to the child care field test teachers in April. Both teacher and student input were solicited (See Appendix C, Child Care Evaluation Forms).

In horticulture, final evaluations were conducted via brief telephone interviews. Student evaluation forms were mailed to the teachers following the telephone interviews (See Appendix F, Horticulture Evaluation Forms).

Telephone Survey of Industry Users of Portfolios

Art and architecture were identified as areas in which portfolios are utilized in the application and interview process. Representatives of these two areas were contacted to determine the types of portfolios required and the assessment strategies used by the interviewer.

Art

Four contacts were made with industry representatives in the area of art. These contacts included an art gallery manager, an advertising manager, an interior design educator, and a fashion design educator. Nine questions were asked of each interviewer:

1. What components (items) are included in a portfolio?
2. What would be in a great portfolio?
3. What order should the items be in?
4. How are portfolios evaluated?
5. What is the process for evaluation?
6. Does the applicant provide duplicate copies?
7. How long is the portfolio kept?
8. How are portfolios used? (for applicant screening? for final hiring decisions?)
9. What written evaluation criteria or specifications do you use?

The representative at the art gallery prefers slides of work unless the object/painting is small. He looks at subject matter and quality of work in various media and combinations of media. The order could be chronological or thematic. Selections are made on management preferences and the knowledge of types of artwork that sell in a particular locale. He prefers for the artist to narrate the portfolio and provide comments concerning the work included. With a new artist, he wants to see some actual pieces, but with established artists, he allows consignment artworks to be sent without prior request or screening. He stated that presentation is the key. A portfolio should display the works effectively.

The advertising representative cited four components of a good portfolio—organization, variety, conceptual designs, and strong work with no weak items. A great portfolio would show a variety of media and designs, advertising, and packaging; contain 10-15 pieces; be neat and compact; have good conceptual design ideas that include fresh ideas and interesting points of view; and show individual communication skills as the artist narrates the pieces. Often two people will evaluate the portfolio during the interview, but the portfolio is never left with the

interviewers. The portfolio is used during the interview and in making the final decision. Although there are no written criteria, the portfolio should show the development of skills and techniques during the applicant's career, be updated once or twice a year, and contain 10-15 pieces with strong pieces positioned at the beginning, middle, and end with filler pieces in between.

The interior design professional stressed the evidence of skill mastery through visual media, not text. The portfolio should contain a resume as the first item. It also should contain pieces of quality that show creativity, imagination, flare, and potential. The organization should be sequentially based on the individual's style and abilities. Various documents, such as charts and graphs, could be included to show depth and breadth of experience. The portfolio is looked at with the applicant and never left. The portfolio should emphasize the applicants strengths related to the goals of the organization.

The fashion design educator stated that textile motifs, design, illustrations, flats, specifications, production steps, direction cards, fabric swatches, photos, technical drawings, resume, business card, and special projects should be included in a portfolio. A great portfolio is strong throughout with good designs, illustrations, variety and depth in the area of design specifically related to the company. Any special awards should be included. The total length should not exceed 20 pages. The portfolio could be discussed at the interview, but never left since designs can be copied. The portfolio should be "focused" for a specific company or include the "best" designs for cumulative impact.

In art-related fields, portfolios are used to show an artist's breadth, depth, and variety. The creativity, medium, and arrangement of the portfolio should show an individual's skills and potential. The portfolio should address the particular purpose of the portfolio. Portfolios are never left with the interviewer because of design theft possibilities. Most portfolios are evaluated on subjective criteria and the specific needs of the gallery or agency.

Architecture

To gain more information about portfolio assessment in a business setting, architectural companies using portfolios were contacted. None of the companies used a formal method for evaluation of a portfolio. The primary interest was seeing evidence of the skills related to the job for which the employees were applying.

CHAPTER 3
RESULTS

Field Test Results

The career portfolio model (See Figure 1) was developed in Year Two of the project and is based on the general employability skills identified in the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991). These include three foundation skills (basic skills, thinking skills, personal qualities) and five workplace competencies (technology, resources, systems, information, and interpersonal skills). The items suggested for inclusion in the portfolio represent the integration of SCANS within the occupational area. Collaboration with general education is accomplished by incorporating math, science, language arts, and/or social studies, in the development of the portfolio items.

The field test teachers used the Career Portfolio Model and support documents with students enrolled in child care and horticulture classes during the 1995-1996 school year. A total of 366 students were involved in the field testing (81 in the Lubbock area, 104 at the Cypress-Fairbanks Independent School District, and 181 in the Garland Independent School District). Teachers and students determined the audience for the portfolio and selected the contents for the portfolio that best depicted the skills and competencies the student could perform. The teacher acted as coach, facilitator, and advisor in the portfolio process.

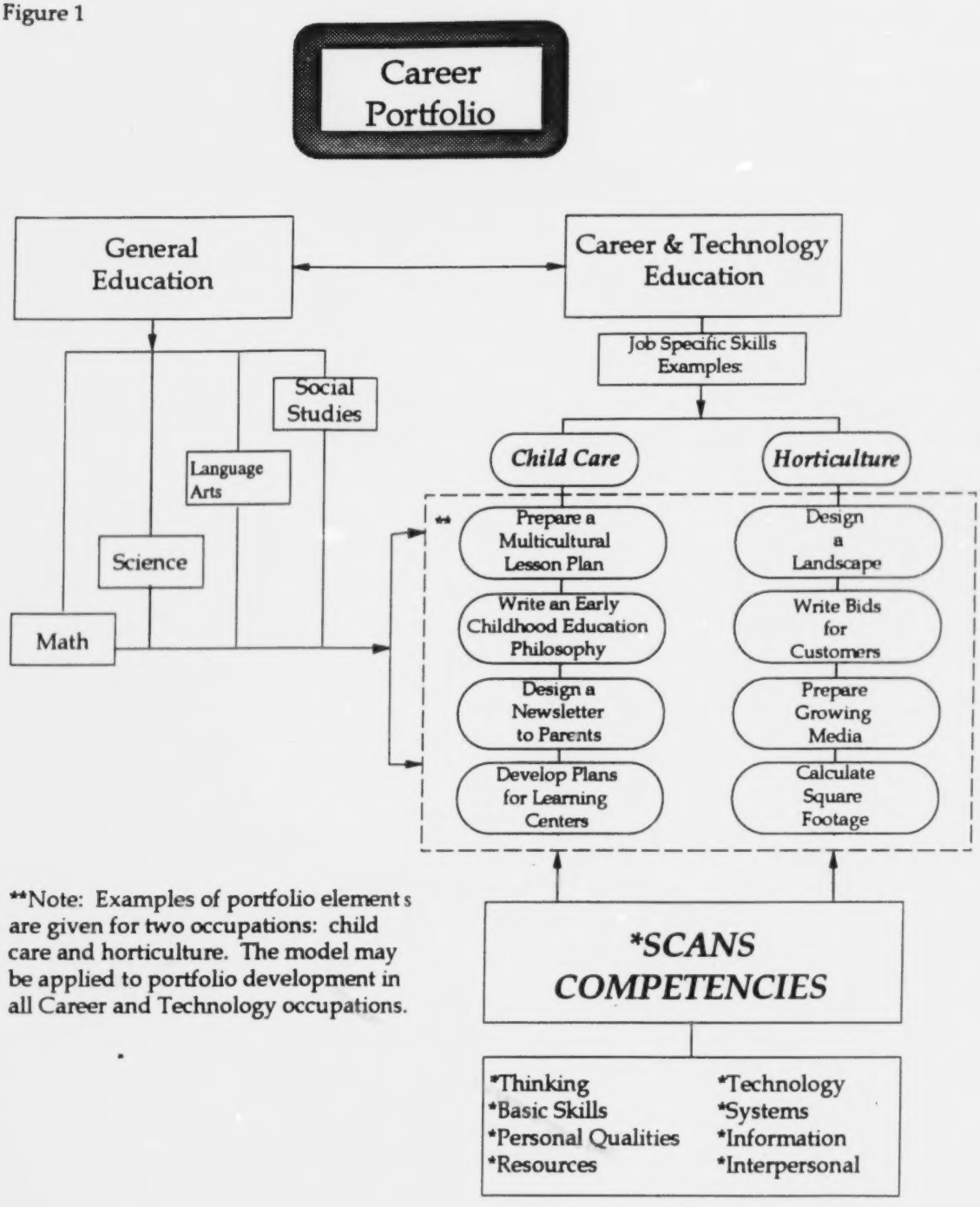
Child Care

The model for a career portfolio for entry-level child care workers field tested in this project included:

- Resume
- Scenarios of Child Care Situations
- Early Childhood Education Philosophy
- Lesson Plans
- Learning Center Schedule/Plan
- Suggestions for Newsletter to Parents

A **resume** can be used to summarize occupation specific job skills, SCANS, work experience, and career goals. As students develop resumes they can demonstrate basic skills, use technology and information skills, and apply what they have learned in language arts. Although no specific style or format was suggested, teachers helped students select a format which highlighted their strengths. Suggested resume sections included: education, work experience, volunteer experience, awards, honors, organizations, leadership positions, interests, hobbies, career goals, and references. Teachers responded that this activity was appropriate for most students in the class and that "students were very possessive of their materials." One teacher commented, "I may try to do this at the beginning of the school year and update in the spring." Student responses included: "I liked organizing my activities and experiences." "I haven't had any real jobs so that was a little tough." "I thought you had to work for years before you could have a resume. Everything I've done can contribute to my profession as a teacher." No additional modifications or collaborations with general education were noted by teachers.

Figure 1



**Note: Examples of portfolio elements are given for two occupations: child care and horticulture. The model may be applied to portfolio development in all Career and Technology occupations.

BEST COPY AVAILABLE

Scenarios provide students an opportunity to demonstrate how they would respond to hypothetical situations in child care environments. The two examples focused on conflict resolution and child guidance. Other scenarios could be written on a variety of topics such as parent communication and co-worker communication. Students were asked to complete questions concerning the scenarios. One teacher provided her students with ten short situations rather than the two longer ones. One or two questions were asked about each short situation described on the teacher-made document. Analysis of the scenarios provides evidence of a number of SCANS Foundation Skills including problem solving, decision making, reasoning, responsibility, self-management, and leadership. Occupation specific knowledge and procedures also would be evident in the student's response to the situation presented. The written response is appropriate for a portfolio, although students may be asked to provide an oral explanation as well. Not only are responses to hypothetical situations an important part of portfolios, but the activity also prepares the students for future interviews. Many employers utilize scenarios to determine how potential employees react to typical situations that child care providers might face in a work environment. This activity was deemed appropriate for most students in the class. For example, one teacher stated, "It has to be relevant to what the students are doing." Student comments included: "It gave me a chance to stop and think about how I would handle the particular situation." "Some of the questions were asked over again. What I found difficult was what I would tell their parents. The children really do these things." "Learn to deal with kids and how to handle the different situations."

The **early childhood education philosophy** is an example of a document that could be prepared in collaboration with language arts and computer technology teachers and frequently is completed toward the end of the school year. The final product can provide evidence of proficiency in the three SCANS Foundation Skills (basic skills, thinking skills, and personal qualities) and demonstrate the student's understanding of occupation specific information. A philosophy statement encourages students to examine who they are and what they believe. Writing a philosophy implies reflection, and the final product requires writing, editing, and re-writing. A set of questions was posed for students to answer. Students were encouraged to use the questions provided to articulate their overall vision of working in the early childhood education field. One teacher used the activity as a review of the curriculum covered during the first half of the year. Another teacher planned to use the activity as a collaboration with a college tech prep standard. A third teacher began by writing adjectives first, then proceeded to statement worksheets. She found that students had difficulty putting their thoughts into words. This class did a program philosophy at the beginning of the school year to publish in the preschool parent newsletter. The activity was deemed appropriate for most students. Student comments included: "I could state my opinions the way I believe. No one could tell me if I was right or wrong." "...difficult to put statements and thoughts about the Early Childhood Professions into an essay or paragraph." "That being a teacher you need to state your rules long before you get into the classroom and follow them."

Completion of **lesson plans** demonstrates a student's ability to plan educational classroom activities. In writing lesson plans students need to consider what information to present, identify available resources, and work within the system to create a positive learning environment for the children. The lesson plan framework provided a list of the information to be included. The amount of detail that is needed should be determined by the individual teachers. Teachers may want to modify the lesson plan format to reflect style/format used in a particular

school. Lesson plans included in the student portfolio were prepared for preschool, kindergarten, and elementary ages, and all had been used in actual teaching situations. Teachers reported that the document was adaptable to meet the needs of most students. One teacher commented, "The plan has diversity and is multi-functional. Easy for students to understand format." Student comments included: "...helps keep you well-organized and allows you to re-fresh your memory of the lesson you are to teach." "The lesson plans take a lot of time to do—having to look through tons of books to decide what activities to do." "Teaching is harder than I thought."

The **plan for learning centers** provides prospective employers with evidence of students' understanding of the ways children learn and the use of a variety of information. Although a number of specific skills related to early childhood education would be highlighted, many general employability skills, such as thinking skills, would be applied when preparing the learning center schedule. Some students set up weekly learning centers focusing on a thematic unit of specific skill development, such as numbers, letters of the alphabet, and seasonal topics. Planning and scheduling learning centers also requires that students make interdisciplinary connections with language arts, social studies, science, math, and art. One collaboration mentioned was with the dance instructor. One teacher stated, "Students set up twelve learning centers every week related to thematic unit of specific skill development. I can't believe we change all centers every week." Another teacher commented, "I let students set up appropriate centers for their class. They know the needs and interests of their class. Learning centers in kindergarten are different than day care." This activity was deemed appropriate for most students. Student comments included: "They give the children a chance to play and talk to you and the other children." "Planning the activities without copying/resembling the others in the class isn't as easy as it looks."

Basic writing skills and the use of technology are two of the SCANS categories that can be demonstrated in a **newsletter to parents.** In addition to a monthly calendar of events, newsletters included articles on immunizations, legislative issues impacting child care, activities to do at home, facility needs, invitations to parents to attend programs, and parent association information. As part of a class project, students might provide evidence of their creativity and their ability to participate as members of a team as they write, edit, design, layout, and print a newsletter. Other general employability skills (SCANS) demonstrated in a newsletter included resources, information, technology, basic skills, and thinking skills. Distribution to parents determined the type of document produced. One teacher stated, "[Parents] appreciate information and consult daily. We send two copies when a sitter is involved—one for home, and one for the sitter." Another teacher commented, "I let students include in their newsletter what they felt would be relevant for the particular school where they work." Teachers reported being able to use this activity with most students. Student comments included: "It gave me a chance to put all of our preschool important information on an interesting factual type letter easy for parents to understand." "It was difficult to arrange everything together." "Helps better communicate with parents."

The general response of students to the portfolio was positive. Many teachers commented that they intend to continue the portfolio process beginning at the start of the next school year.

The general quality of the portfolios varied among teachers and students. Some teachers reported many excellent portfolios, and most were judged to be satisfactory. A few portfolios were rated unsatisfactory or incomplete. The intended purpose of the portfolio by students

included three major uses: employment, personal use, and college credit with the audiences being child care directors, parents, and college scholarship and articulation boards.

The teachers customized the portfolios to the needs of the community and students. One teacher suggested using tabs to organize contents and projects. Second year student projects, student-produced children's books, a list of kindergarten activities, student awards, self-evaluations, learning center sample projects, video tapes, letters of recommendation, a collection of teaching ideas, parent letters, and photo essays are some documents that teachers think could be included in the career portfolio.

The completed portfolios included a variety of documents. In addition to the resume, scenario, philosophy, lesson plans, learning centers, and newsletter samples, students reported including the following: job application, monthly plan, skill inventory, video tape of lesson, yearbook of on-site facility, experience story, certificate of completion, evaluations, table of contents, business cards, tests, pictures and photos, handbooks and brochures, bulletin board ideas and photos, resources, student awards, and picture teaching samples (See Appendix G, Examples of Child Care Portfolio Items).

The portfolio evaluation consisted of several general methods. Scoring sheets and rubrics were used for individual documents in the portfolio. Rating, or score sheets, were used by two teachers. Letter grades and self-evaluations were used by two teachers. One teacher used the holistic approach to evaluate the entire portfolio. Individuals involved in the evaluation were mainly teachers and students, although former employers, secondary administrators, and college scholarship committees were mentioned.

Horticulture

Two instruments were created for evaluation of the field test. First, the teachers' assessments of using portfolios in the classroom was evaluated by a telephone survey conducted by the graduate research assistant, Brent McDonald. A questionnaire and student evaluation form were created by Brent McDonald and approved by Dr. David Lawver (Appendix F). The five teachers were contacted and briefly answered each question. Appreciation was expressed for their cooperation and notice of the forthcoming student evaluation instrument was given. An appropriate number of copies of the student evaluation was mailed to each teacher for administration along with a self-addressed stamped envelope.

The teachers' evaluations of portfolios were very positive and provided a variety of information. First, the teachers provided information on the number of students involved in development of a portfolio. This number ranged from 5 to 30. Second, answers about evidence of technology in the portfolio included such things as use of landscape design tools and greenhouse work. Some of the responses also included use of computers and photographs evidencing work completed. The third question pertained to the teachers' cooperation with general education. If the students had worked with general education, it was through including past work. This consisted of evidence of math and English skills. Some students also included resumes they had created in another class. Fourth, teachers described how they evaluated the portfolios. This question tended to be premature as most teachers had not officially evaluated the portfolios. Most forms of planned evaluation were very informal. One teacher had developed a rubric she planned to use for evaluation. Three of the five teachers also planned to include other faculty members and administrators in the evaluation process. Fifth, the teachers' assessments of the students' reactions were very uniform. Most students initially viewed it as just another

assignment. This was followed with a later change in attitude by some of the students coming to see the benefits of the portfolio. Sixth, teachers were questioned about how they would advise a new teacher just beginning to use portfolios in the classroom. Three of the five teachers advised the beginning teacher to start the process early in the semester. Others suggested starting with a small group and branching out. One teacher also saw the benefits of using the portfolio in other curriculum areas. Seventh, teachers were asked to give suggestions on other unique material to include. This question produced no new ideas. Finally, in response to the last question, all teachers said they would use portfolios in their classroom again. The teachers' responses were very positive.

The student evaluations included three questions and responses were very uniform within schools. The responses of 25 East Central students were returned first. In response to the question about the purpose of their portfolios, answers included to represent me, to represent my goals and achievement, and to represent my responsibilities. Next, students identified the audience for their portfolios as their teacher. Some students also included administrators, employers, parents, and friends. Finally, students included transcripts, resumes, samples of work, awards, pictures, certificates, goals, lists of activities, and personal information in their portfolios.

Eight students from Waxahachie responded to the same questions. First, students said they worked on the portfolio to get a grade, to get a job, to learn more about horticulture, and to show what they had learned. Next, all of the students recognized their teachers as the audience for their portfolio. Finally, responses to the last question, pertaining to materials included in the portfolio, were personal information, hard work, pictures, grades, and examples of work. These responses were also very uniform.

There were 30 student surveys returned from El Campo High School. They responded to the question of purpose in a strong recognition of the use of a portfolio to fulfill class requirements, display work completed, and assist in securing a job. Most students recognized their floral design teacher and prospective employers as their primary audience. Other audiences included family, friends, class, and interviewers. Finally, material in the portfolio focused around such items as resumes, pricing lists, pictures, interior site analysis checklists and job application forms. Also included in lesser numbers were drawings of work in class and transcripts. One student listed their CPR license as a document, and another student listed an award that had been won.

Uses of Technology in a Career Portfolio

Technology has many uses in the Career & Technology Education fields. The child care field test teachers encouraged students to use computer technology to produce the resume, the philosophy of early childhood education, business cards, and the newsletter to parents. Bulletin board drawings were scanned into the computer and reproduced. Audio and video tapes were produced to depict the scenario role play and answers to the questions. "On-line" services were used to down load information from Internet sites for the lesson plans and learning centers. Computers were used to present these two documents when time allowed. The idea of a portfolio stored on a disk has been proposed but not implemented.

Technology can be easily exhibited in the horticultural sciences. First, Computer Aided Design (CAD) can be used for developing landscape design projects to be included as a document in the portfolio. Also, in using a greenhouse, students have many opportunities to

work with technology. For example students can design irrigation systems, develop ventilation systems, select tray designs and calculate chemical application. Evidence of use of technology in horticulture with photograph documentation is readily available.

Suggestions for Collaboration with General Education

The field test teachers reported little collaboration with general education teachers; however, the potential for some collaboration exists. The development of a portfolio could include all educational disciplines in which the student is involved. First, the student should include material from other classes to show skills in all of their educational experience. Second, other teachers should be included in the evaluation process of the portfolios. As students complete assignments from their other courses, teachers will have an opportunity to grade papers that may be included in portfolios, but it must go further. Teachers also need to see the completed portfolio and add their assessment to it. This not only provides for alternative viewpoints, it also provides an opportunity for the teachers to see how students perform in other classes. It will also bring teachers closer together in the educational process as they observe student progress in a broader fashion.

Collaboration with teachers in general education occurs at the local level. Ideas for collaborations in child care include asking English teachers to edit the resume and philosophy papers that are produced in C&TE program areas. Collaboration between child care teachers and college Tech Prep contacts provides suitable audiences for the philosophy composition. The dance instructor collaborated on the learning centers at one on-site child care facility. Content area learning centers can integrate specialized knowledge at the child's level of learning. Business and computer classes are useful collaborations for the production of the newsletter to parents.

CHAPTER 4

DISCUSSION & RECOMMENDATIONS

Professional Development Plans

Different types of professional development were suggested by the field test teachers in horticulture and child care. The horticultural teachers suggested adding a Career Development Event for portfolios in horticulture. The child care teachers wanted professional development to be included at the state professional development conference for home economics teachers and include both specific information for child care teachers and general information for other home economics teachers.

Child Care

The portfolio professional development for teachers will be held at the 1996 State Professional Development Conference for Home Economics Teachers in July 1996. Mary Perry has been contracted to present two concurrent sessions on authentic assessment and portfolio development. The sessions will be generic in nature and, thus, applicable to any home economics subject matter.

Field test teachers will present specific information concerning child care portfolios at the table topics session (Appendix B). A handout compiled by the project staff will be distributed to the participants of the table topics session. The handout includes a brief description of authentic assessment and the authentic assessment project. In addition, the handout provides teachers with suggestions on the development and use of a child care career portfolio (See Appendix H, Using Portfolios to Assess Student Performance).

Horticulture

The use of portfolios in the horticultural science classroom will be encouraged by a presentation at the state agricultural science teachers' conference. The session will take place July 31, 1996 from 10:00 until 11:15. The format of the presentation will include a panel discussion with a panel consisting of the pilot/field test participants from the horticultural sciences. The panel discussion will allow for the dissemination of information and interaction among the panelists and will lay the groundwork for designing a new Career Development Event on portfolios.

Recommendations for Career Portfolio Development and Implementation

Although only two areas, child care and horticulture, were investigated, certain recommendations can be made about the use of portfolios in C&TE. A career portfolio should be a visual representation of the student's abilities and strengths, with explanations in text format. The contents are determined by the intended use, which may include employment, college credit documentation, and personal use. Contents may include:

- documents that represent personal information (resume and business card),
- oral and written skills (scenarios and philosophy),
- organizational skills (lesson plans, learning centers, and projects),

- technology uses (newsletters, calendars, business cards, resume, and philosophy),
- evaluation (scoring sheets, rubrics, supervising teachers, tests),
- personal qualities (leadership in organizations, awards, honors).

The Career Portfolio Model was usable when field tested in child care and horticulture. Other Career & Technology Education areas could incorporate the portfolio into the curriculum. The specific documents chosen for the portfolio should highlight the student's abilities and mastery of competencies and should be appropriate for the content area. The portfolio could represent the breadth or depth of student knowledge, depending on the established purpose of the portfolio. When used in employment situations, content should be visual with text support, organized in an easily followed manner. The selected documents should be the highest quality the student has produced, or represent a progression the student has shown in acquiring new skills. Technology should be appropriate for the intended use of the portfolio. For example, portfolios stored on computer disks, CD ROMs, or video tapes are useful only if an employer is able and willing to access the information.

Implementation of portfolios in C&TE classrooms could be accomplished in many ways. Three convenient ways to do this would include the Trans-Texas Videoconference Network (TTVN), Career Development Events (CDE) and Students Taking Action with Recognition (STAR) events, and cooperation with other disciplines. First, TTVN has many sites already established across the state. These are much more accessible and convenient to most teachers than travel to major meetings and could be used to provide professional development on career portfolios. Next, a CDE involving portfolios would establish an immediate use for the portfolios with which students can associate. Teachers and students who participate in these events would get a chance to expand their ideas about portfolios from seeing the work of others. The STAR events, Job Interview and Applied Technology, require the use of a portfolio and identify specific contents for the portfolio. Finally, a chief aim of portfolios is to present an overall view of a student's accomplishment, therefore other disciplines need to be involved. On a school by school basis, as teachers begin to use portfolios and interact with other teachers, this could promote a broader implementation of portfolios.

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Appendix A
Horticultural Correspondence

TEXAS TECH UNIVERSITY

Department of Agricultural Education
and Communications

Box 42131
Lubbock, TX 79409-2131
(806)742-2816 Voice
(806)742-2880 Fax

Name
High School
Address
City, TX Zip Code

Dear Name:

The Department of Agricultural Education and Communications and the Home Economics Education program at Texas Tech University is working with the Texas Education Agency to pilot test an Authentic Assessment Model. This Model has evolved after approximately two and one-half years of work by the project staff. You have been identified by Kirk Edney, Director of the Agricultural Education Program at TEA, as a candidate to serve as a participant in our pilot study. The purpose of the this letter is to encourage you to help us in our piloting efforts.

Our first activity will involve a meeting of project staff and pilot site teachers. We know how busy agriculture teachers are and in order to relieve as much strain from your busy schedules as possible, we are planning the first meeting to take place in the form of a video conference over Trans-Texas Videoconference Network (TTVN). As you may already know, TTVN is a compressed video network which is operated by Texas A&M University. This technology will allow us to orient you to the project without requiring a great deal of travel. TTVN studios are located in various District Offices of the Extension Service and at each of the Universities which comprise the Texas A&M System. The meeting has been scheduled for January 10th, 1996. The meeting will begin at 1:00 p.m. and is scheduled to be over by 3:00 p.m. Listed below is(are) the site(s) which should be convenient to your location:

Site names

Site names

The next scheduled activity is January 31, 1995. All participating teachers will meet at Dallas Love Field in a meeting room at the airport. All travel, meals, etc. will be paid for by the project. Unfortunately, we will be unable to reimburse school districts for substitute teachers which may be required in your absence from school. Please reserve January 31, 1995 on your calendars. Other meetings will be called as needed.

Thank you for giving this request your attention. You will be contacted by telephone after the first of January to determine if you will be participating in this activity. Have a Merry Christmas.

Sincerely,

David E. Lawver
Associate Professor

TEXAS TECH
UNIVERSITY
Department of Agricultural Education and Communications

MEMO

TO: Pilot Teachers in Authentic Assessment Project
FROM: Dr. David Lawver, Brent McDonald
SUBJECT: Introduction to project

This authentic assessment project is funded by the Texas Education Agency and was established to assist teachers in accomplishing the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies. These competencies were identified by the United States Department of Labor as foundation skills common to all occupations.

For this project, career portfolios were identified as a major form of authentic assessment currently in use. Authentic assessment is a form of evaluation that requires students to demonstrate proficiencies in a variety of ways. An enclosed sheet titled "Career Portfolio" depicts a flowchart of how the portfolio can be used in Career and Technology Education. The model recommends collaboration with general education to collect items for the portfolio. A sheet is also included that lists suggested content for portfolios. This list was derived from meetings with professionals in the horticulture industry.

Currently we are in the pilot testing phase of this project. In this phase, we hope to receive your suggestions on how this can best be implemented, not only in horticulture classes, but throughout the education system. Therefore, details for construction of the portfolios are left more to your discretion. An upcoming meeting will provide more information that will be helpful in giving you more ideas for the portfolio, specifically assessment.

Thank you for your interest in this project. A second memo is also included with this mailing that provides information about the upcoming meeting, January 31. Please make travel arrangements as soon as possible. If you have any questions, please contact us at 806/742-2816.

Appendix B
Child Care Correspondence

TEXAS TECH UNIVERSITY

Education, Nutrition
and Restaurant/Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

Post-it® Fax Note 7671	Date 10/5/95	# of pages ▸ 2
To Lavelle Shelton	From Sue Couch	
Co./Dept. Cypress	Co. Texas Tech U	
Phone # Fairbanks ISD	Phone # 806-742-3068	
Fax # 713-807-8639	Fax # 806-742-3042	

October 3, 1995

Lavelle Shelton
Cypress Fairbanks Independent School District

Dear Ms. Shelton:

We appreciate your willingness to work with us on the Texas Education Agency Authentic Assessment Project. Susan Bolen and I are scheduled to arrive at Houston Intercontinental (flight 239 from Dallas) at 2:20 p.m. Wednesday, October 11. It is our understanding that someone will meet us at the airport. Could you provide an overhead projector and screen for the 3:00 p.m. meeting with the child care teachers?

The Authentic Assessment Project is a three-year effort supported by the Texas Agency and designed to develop a career portfolio model for use in Career and Technology Education. We are in the third year of the project which involves field testing the model and providing inservice for teachers. Specifically, we will be asking the child care teachers who participate in the project to do the following:

(1) Use the portfolio model, which has been developed by the project staff, with students enrolled in job specific child care courses during the 1995-96 school year.

(2) Provide evaluative feedback (including student reactions and samples of student work) to the project staff as to the usability of the portfolio to assess student competencies, including SCANS.

(3) Participate in training sessions related to the use and evaluation of portfolios.

(4) Assist the project staff in providing inservice for other Career and Technology teachers.

We will pay teachers' expenses that might be incurred (e.g. postage, travel outside your school district if necessary). Unfortunately, we will be unable to pay for substitute teacher salaries.

An EEO/Affirmative Action Institution

We look forward to working with you and the child care teachers in your district. Please contact us if you have additional questions prior to October 11.

Sincerely yours,

Sue Couch

Sue Couch, Professor
Home Economics Education

TEXAS TECH
UNIVERSITY

Education, Nutrition
and Restaurant Hotel Management

Box 41162
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Post-it® Fax Note 7671	Date 10/5/95	# of pages ▶ 1
To Judy Knight	From Sue Couch	
Co./Dept Garland ISD	Co Texas Tech Univ.	
Phone # 214-494-8201	Phone # 806-742-3065	
Fax # 214-494-8569	Fax # 806-742-3042	

October 3, 1995

Judy Knight
Garland Independent School District

Dear Judy:

We appreciate your willingness to work with us once again on the Texas Education Agency Authentic Assessment Project. Susan Bolen and I are scheduled to arrive in Dallas at 7:45 a.m. on Wednesday, October 11, which should allow us to get to South Garland High School by 9:00 a.m. Could you provide an overhead projector and screen for the meeting with the child care teachers? The session should take no more than two hours.

Specifically, we will be asking teachers who participate in the project to do the following:

(1) Use a portfolio model which has been developed by the project staff with students enrolled in job specific child care courses during the 1995-96 school year.

(2) Provide evaluative feedback (including student reactions) to the project staff as to the usability of the portfolio to assess student competencies, including SCANS.

(3) Participate in professional development activities related to the use and evaluation of portfolios.

(4) Assist the project staff in providing professional development for other Career and Technology teachers.

We will pay teachers' expenses that might be incurred (e.g. postage, travel outside Garland ISD if necessary) Unfortunately, we will be unable to pay for substitute teacher salaries.

We look forward to working with you and the teachers in your district.

Sincerely yours,

Sue

Sue Couch, Professor
Home Economics Education

TEXAS TECH
UNIVERSITY

Education, Nutrition
and Restaurant Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

October 9, 1996

Dixie Wilkinson
Jersey Village High School
7600 Solomon
Houston, Texas 77040

Dear Dixie,

Thank you for attending the training session on October 11, 1995, at the Cypress-Fairbanks Instructional Support Center. We appreciated your input into the discussion. The revised blue evaluation sheets should be completed by next week. Thanks again for your help.

Sincerely,

Sue Couch

TEXAS TECH
UNIVERSITY

Education, Nutrition
and Restaurant-Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

October 23, 1995

TO: Teachers Participating in Field Test of Portfolio Model

FROM: Authentic Assessment Project Staff
Sue Couch, Co-Director
Ginny Felstehausen, Co-Director
Susan Bolen, Research Assistant

RE: Field Test Guidelines

Thank each of you for agreeing to help us field test the portfolio model developed for use in programs which prepare students for child care occupations. Enclosed are the evaluation forms to be used in providing feedback to us as you use each portfolio component. The forms have been revised to incorporate the suggestions from field test teachers at the recent orientation meetings.

Also enclosed is a brief form to obtain student responses after they complete each portfolio assignment. We would like for you to obtain responses from the student(s) whose work samples you send us. Staple the student response form to the work sample. Whenever it is appropriate and convenient, please obtain responses from other students and send these to us as well.

> *Note: Please attach stick-on notes to student response forms when you think there is something we need to know about the profile of the student who completed the form (for example, limited English proficiency, learning disability, advanced placement, non-reader, low-ability, or some other "special" characteristic). We will assume that student response forms without notes are from "typical" students.*

To maintain student anonymity, we prefer that all names be removed before you send student work to us. If we receive work with student names attached, we will remove the names to ensure that no individual student will be identified in connection with the data you provide.

To summarize, we are asking you to do the following:

(1) Use the portfolio model with students enrolled in child care occupational preparation courses during the 1995-96 school year.

(2) Provide evaluative feedback (including student responses) regarding the usability of the portfolio as a means of assessment in child care programs. We ask that you send us feedback related to individual portfolio activities as you complete the activity (see enclosed forms) on December 1, March 15, and May 15. We are especially interested in learning:

- how the portfolio activities can be used with students of varying ability levels.
- how portfolio activities are useful in assessing SCAN skills;
- how *technology skills*, in particular, can be demonstrated in a portfolio;
- how general education skills (math, language arts, science, social studies) can be incorporated; and,
- how Career and Technology teachers can collaborate with general education teachers in portfolio development.

(3) Participate in training sessions for field test teachers. The recent orientation session was the first of these. We anticipate another session in February or early March, and probably a final session near the end of the school year.

(4) Assist the project staff in providing inservice for other Career and Technology teachers. The format for inservice will be determined by the Texas Education Agency.

Again, we greatly appreciate your assistance. Obviously, we could not accomplish the goals of the project without you! Please contact us anytime you need additional information.

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and Restaurant Hotel Management

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FAX (806) 742-3042

November 29, 1995

Stephanie Stone
South Plains College
1302 Main
Lubbock, Texas 79401

Dear Stephanie,

Arrangements have now been finalized for an Authentic Assessment training session on Wednesday, January 31, 1996. Please make plans now to attend this session with Mary Perry, a portfolio evaluation specialist, at the Love Field City Conference Room A from 10:00 a.m. until 3:00 p.m. We selected the Love Field site because of its convenience.

For those of you traveling to Dallas by air, please make your airline reservations at least 21 days in advance to get the lowest fare. Travel expenses will be reimbursed. Travel (air, parking, mileage) and food receipts will need to be attached.

The portfolio information that has reached us in advance of the December 1 deadline has been exciting. If you have not mailed any items yet, please do so or at least use the small envelope to note that you have nothing to send at this time.

We are looking forward to the meeting. Detailed information and directions to get to the meeting room at Love Field will be mailed in January. Meanwhile, have a Happy Holiday Season!

Sincerely,

Ginny Felstehausen
Project Co-Director

TEXAS TECH UNIVERSITY

Education, Nutrition
and Restaurant/Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

February 5, 1996

Karen Dobson
Home Economics Teacher
Lakeview Centennial High School
3505 Hayman Drive
Garland, Texas 75043

Dear Karen,

Thank you for attending the training session, Portfolio Assessment, on January 31, 1996, in Dallas. We appreciate your input and enthusiasm. We felt the day was productive and hope that you went home with something you could use in the classroom.

Enclosed you will find a copy of the poster and transparency responses that you requested. We also have contacted a technology specialist concerning computer software that has classroom usability at an affordable cost. We will forward that information to you as it becomes available.

Thank you again for participating. Keep us posted on the methods you use to promote the portfolios, how students respond, and how we can help.

Sincerely,

Ginny Felstehausen

TEXAS TECH UNIVERSITY

Education, Nutrition
and Restaurant/Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

April 9, 1996

TO: Child Care & Guidance, Early Childhood Professions Field Test Teachers

FROM: Sue Couch, Ginny Felstehausen, Susan Bolen

RE: Authentic Assessment Update and Reminder

MARCH 15

If you haven't sent us Authentic Assessment materials that were due March 15, please mail them to us as soon as possible. Thanks to those of you who have already sent us information. We have received philosophies, a video tape, and scenario snippets. Your students are producing exciting projects. Child care directors will have difficulty deciding which applicant to hire!

You will find two additional general evaluation forms due **May 15**. Some additional information is needed concerning the total portfolio. Take a few minutes to fill out the teacher evaluation. Please copy the student form as needed. Your comments and those of your students will help us improve the Career Portfolio Model to meet the needs of a varied student population.

Here are some additional suggestions to assist you as you complete the semester:

CAPTIONS AND REFLECTIVE STATEMENTS

Powell (1993) stated, "Portfolios should show a variety of work so that teachers, students, parents, and administrators have a more complete picture of each student's development" (p. 41). In addition, she suggested that captions for each portfolio entry be included. The caption should include the learning outcome that was focused on, a description of how the item reflects the intended learning outcome, an explanation of why the specific item was selected, and the date the item was created. Portfolios can show reflection, best example, improvement, or skills, depending on the purpose set for the portfolio.

Collins and Dana (1993) suggested that students include caption or reflective statements with items or documents. Reflective statements provide students with an opportunity to think about, articulate, and share what they have learned from the process of putting together the portfolio. Captions describe

what the document is, why it is evidence, and what it is evidence of. Collins and Dana promote the value-added principle: from all the documents, the student selects the one document that provides the most compelling evidence of having met the purpose of the portfolio. What value will be added to the portfolio if this piece of evidence is included? If "nothing" is the answer, the limit of pieces of evidence has been reached.

BENCHMARKS AND SCORING SHEETS

Benchmarks are statements that signal levels of mastery. Benchmarks can be developed before the portfolio process begins, during portfolio development, or at the end of the process. Collins and Dana (1993) provided questions that address the technical criteria of the portfolio:

1. Is there a statement of purpose?
2. Is there a table of contents or guide to help the assessor find the evidence?
3. Does each piece of evidence have a caption that states what the document is and why it is evidence?
4. Is there a final reflection?
5. Is everything present?
6. Is there variety?
7. Has all redundant evidence been removed?

A second issue related to substance (Collins & Dana, 1993) relies on professional knowledge and needs to be addressed by asking:

1. Is the assessor convinced by this collection of evidence that the student has met the intended purpose?
2. If not, what changes (more evidence, different evidence, organization, captions, rewritten, etc.) would be needed to convince the assessor?

TECHNOLOGY SOFTWARE PACKAGES

Electronic Portfolio: a management tool for use with multimedia. Strengths: Authentic assessment. Students liked the fact that they could store information they need for their research and still take the original home. Overall Evaluation: Highly recommended. A perfect match of technology and educational objectives. For more information contact: Scholastic Network, 555 Broadway, New York, NY 10012, 800/246-2986 (Awards portfolio, 1995).

Student Portfolio. saving students' work, from musical performances to written essays. This program allows teachers to create and manage students' multimedia portfolios, which can include movies, pictures, slide shows, and audio. It allows you to set general and topic-specific goals for the portfolio project and then assess each portfolio based on these goals. Student Portfolio can be customized to suit any teacher's needs. It can be used with other software programs, like Microsoft Excel, and attachments can be added to any project. The software includes multilingual support for Spanish, Portuguese, or French. ($395

classroom addition; Windows; Synapsys Software, Englewood, Colorado.) (New products, 1995).

Suggested References

Awards portfolio (1995). Media & Methods, 31 (5), 53-62.

Collins, A., & Dana, T. M. (1993, November). Using portfolios with middle grades students. Middle School Journal, 14-19.

New products (1995). Electronic Learning, 14 (8), 78.

Powell, J. C. (1993, November). What does it mean to have authentic assessment. Middle School Journal, 36-42.

Enclosures:

1. Student Information Report
2. Teacher Evaluation of the Portfolio Process
3. Article: Child Care in the 21st century: Why educators should consider implementing it in their schools (Smith, Rodgers, & Stevenson, 1995).

TEXAS TECH UNIVERSITY

Education, Nutrition
and Restaurant Hotel Management

Box 41162
Lubbock, TX 79409-1162
(806) 742-3068
FAX (806) 742-3042

MEMO

DATE: May 10, 1996

TO: Career Portfolio Field Test Teachers

FROM: Ginny Feistenausen, Sue Couch

RE: Presentation of Portfolio Information at State Professional Development Conference for Home Economics Teachers

You should have already received from TEA information concerning the State Conference. (If not, it will be arriving soon.) At the July conference, Mary Perry will conduct a concurrent interest session on Wednesday afternoon. The session will be a scaled-down version of what she did at the January training session with the addition of an introduction to authentic assessment. There probably won't be time for the group activities we did in Dallas, but it would be good if you could plan to attend one of the concurrent sessions to help with discussions and examples.

On Thursday morning, there will be a new feature, "Best Practices," which will give teachers an opportunity to share teaching strategies with others in a round-table format. We want you, individually or preferably, in groups of two or three, to submit a "Best Practices" proposal on your experiences with using portfolios. Note in the State Conference packet that there is a meeting of Best Practices presenters on Monday from 2:45 - 4:00 p.m. in Sector 8 of the Enterprise Ballroom in the hotel's East Tower.

For your convenience, we have included a copy of the proposal form, which is also in the State Conference mailing. Please identify your proposal by writing "Authentic Assessment Portfolio Project" in the upper right corner, and send us a copy when you submit it to TEA. Also enclosed is a possible description of a strategy that you may use or modify. The project staff will provide a handout with general information about portfolios. Additional local handouts might be helpful to participants.

Thank you for your input throughout the year. We hope that you have acquired knowledge and skills that will aid students in creating portfolios. Your participation has been invaluable to the success of the Authentic Assessment project.

Mail To: Home Economics Education
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701
(Do not submit registration fees with this form; fees will be paid at the conference.)

1996 STATE PROFESSIONAL DEVELOPMENT CONFERENCE FOR HOME ECONOMICS TEACHERS

BEST PRACTICES PROPOSAL

Name _____

District _____

Campus _____

Summer Telephone Number ( ) _____

Summer Mailing Address _____
Street or PO Box

_____
City State Zip

(If a team presentation, provide the above information for up to two more team members on the back of this form.)

Share session topic (should be descriptive of content and a maximum of 10 words)

Attach to this page a description of the proposed content of the 25-minute session.

* Include the following for teaching stratagies: course, concept/competency to be taught, the effective teaching practice, and necessary resources.
* Include the following for planning/management strategies: use (i.e. promote parental involvement, manage supervised occupational activity projects, promote successful inclusion of special needs students, etc.), a description of the strategy itself, and necessary resources.
* Include a copy of any handout that you anticipate providing participants.

SAMPLE

DESCRIPTION OF TEACHING STRATEGIES

Share Session Topic (description of 10 words maximum)

At-Risk Students Create Career Portfolios As Employment Aid

Teaching Strategies:

Course: Child Care Guidance and Services

Concept to be taught: Employability Skills

Effective teaching practice: Career Portfolio

Resources: Computers, check lists, scoring cards

Handout: The project staff will provide a handout describing the project, authentic assessment, and portfolios. (You may wish to submit additional handouts).

Appendix C
Child Care Evaluation Forms

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document A - **Resume Framework**

Name _____

Mail on December 1, or March 15, or May 15

Chosen topics (Check all that apply)

_____ Education
_____ Work Experience
_____ Volunteer Experience
_____ Awards
_____ Honors
_____ Organizations
_____ Leadership Positions
_____ Interests
_____ Hobbies
_____ Career Goals
_____ References

SCANS emphasized:

_____ Resources
_____ Information
_____ Interpersonal Skills
_____ Systems
_____ Technology
_____ Personal Qualities
_____ Basic Skills
_____ Thinking Skills

Modifications made to **Resume Framework** to meet local needs:

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Resume Framework**, if any
*Student sample **Resume** with attached **Student Response Form**

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document B - **Scenarios**

Name _____

Mail on December 1, or March 15, or May 15

I. Resolving Conflict - Joey and Isaac
Changes made to scenario:

Changes made to questions:

II. Guidance - Shandra
Changes to scenario:

Changes to questions:

SCANS emphasized:

_____ Resources	_____ Technology
_____ Information	_____ Personal Qualities
_____ Interpersonal Skills	_____ Basic Skills
_____ Systems	_____ Thinking Skills

Modifications to **Scenarios** made to meet local needs:

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Scenarios**, if any.
*Student sample responses to **Scenarios** with attached **Student Response Form**

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document C - **Philosophy of Early Childhood Education Guidelines**

Name _____

Mail on December 1, or March 15, or May 15

Questions modified:

Questions unclear to students:

SCANS emphasized:

_____ Resources
_____ Information
_____ Interpersonal Skills
_____ Systems
_____ Technology
_____ Personal Qualities
_____ Basic Skills
_____ Thinking Skills

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Philosophy Framework**, if any.
*Student sample **Philosophy** with attached **Student Response Form**.

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document D - **Lesson Plan Framework**

Name _____

Mail on December 1, or March 15, or May 15

Chosen topics (Check all that apply)

_____ Age of group
_____ Number of children in group
_____ Monthly theme
_____ Weekly topic
_____ Subject for today
_____ Purpose
_____ Materials needed
_____ Equipment needed
_____ Introduction/Transition into activity
_____ Learning experience/Activity
_____ Closing/Transition out of activity
_____ Plan for later reinforcement
_____ Lesson evaluation & reflection
_____ Plans for activity follow-up

Was this lesson taught by the students? Yes _____ No _____

SCANS emphasized: _____ Resources
_____ Information
_____ Interpersonal Skills
_____ Systems
_____ Technology
_____ Personal Qualities
_____ Basic Skills
_____ Thinking Skills

Modifications made to meet local needs:

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Lesson Plan Framework**, if any.
*Student sample of **Lesson Plan** with attached **Student Response Form**.

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document F - **Plan for Learning Centers**

Name _____

Mail on December 1, or March 15, or May 15

Additional centers included:

Centers frequently used less than daily:

SCANS emphasized:

_____ Resources
_____ Information
_____ Interpersonal Skills
_____ Systems
_____ Technology
_____ Personal Qualities
_____ Basic Skills
_____ Thinking Skills

Modifications made to meet local needs:

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Plan for Learning Centers**, if any.
*Student sample of **Learning Centers** with attached **Student Response Form**.

Evaluation Questionnaire for Career Portfolio Model
and Support Documents
Document F - **Suggestions for a Newsletter to Parents**

Name _____

Mail on December 1, or March 15, or May 15

Chosen topics (Check all that apply)

_____ Activities to do at home
_____ Hints for guidance and discipline
_____ Noteworthy news
_____ Legislative issues impacting child care
_____ Honors and accolades
_____ Parent association information
_____ Facility needs
_____ Announcements
_____ **Add** "Calendar of Events"

Modifications made to meet local needs:

SCANS emphasized:

_____ Resources
_____ Information
_____ Interpersonal Skills
_____ Systems
_____ Technology
_____ Personal Qualities
_____ Basic Skills
_____ Thinking Skills

Comments of newsletter recipients:

Comments/suggestions from others:

Collaboration with general education:

Is this an appropriate portfolio activity for most of your students? ___ Yes ___ No
Comments:

*Copy of other **Newsletter**, if any.
*Copy of newsletter based on **Suggestions for a Newsletter to Parents** with attached **Student Response Form**..

Student Response Form

The activity that I participated in was:
(Please check one.)

_____ Resume
_____ Scenarios
_____ Philosophy of Early Childhood Education
_____ Lesson Plan
_____ Learning Center
_____ Newsletter to Parents

What I liked about the activity was:

What I did not like, or found difficult, was:

One thing that I learned was:

Teacher Evaluation of the Portfolio Process
(Use with May 15 Mailing)

1. In general, what was the response of the students who developed portfolios?

2. What was the general quality of the students' final products?

3. How do students plan to use their portfolios?

4. Do you intend to use portfolios with next year's class?

5. If so, what changes (if any) will you make?

6. What additional documents will you encourage student to include?

7. How did you incorporate technology into the portfolio?

8. What purpose(s) did most students choose for their portfolios?

9. Who reviewed the student portfolios? Teacher only? Students? Potential employers? Child care faculty? Others? _____

10. How were the portfolios evaluated? (self-evaluation, rating or scoring sheet, letter grade, rubrics, etc.). Please include copies of rating scales and other tools used in assessment.

11. Results:
suggestions for improvement

percentage of students who used the portfolio in the process of applying for jobs

percentage of excellent, satisfactory, average, unsatisfactory, and incomplete portfolios

percentage using portfolios to qualify for advanced placement in child care courses

PORTFOLIO

STUDENT INFORMATION REPORT
(Use with May 15th Mailing)

1. What was the purpose of your portfolio?

2. Who was the audience for your portfolio?

3. What did your portfolio contain? Please list documents included.

4. Who has evaluated (critiqued) your portfolio? Teacher? Child Care Director? Others?

Appendix D
January Meeting Agenda

January 16, 1996

MEMO

TO: Pilot Teachers in Authentic Assessment Project

FROM: Ginny Felstehausen, Sue Couch, David Lawver

SUBJECT: Portfolio Assessment Training Session with Mary Perry

WHEN: January 31, 1996

WHERE: Conference Room A at Dallas Love Field

TIME: 10:00 a.m. to 3:00 p.m.

We are looking forward to seeing you at the training session. Conference Room A is located at the top of the escalator in the main terminal.

A tentative agenda includes:

10:00	Introductions and opening comments
	Portfolio scenario
	Purpose, audience, and content of portfolio
	Assessment issues
12-12:45	Lunch
	Group work on portfolio assessment
	Sharing ideas
	Future plans
3:00	Closure

You will need to purchase your lunch but can be reimbursed for it, as well as for parking, airfare, mileage, etc. Forms for travel reimbursement will be completed at the training session. Please bring receipts and plan to mail others as soon as possible.

See you in Dallas. Contact us if there are any questions.

Appendix E
Horticultural Portfolio

Suggested Portfolio Content

On the basis of the findings of the focus groups, in year two of this project, this is a list of the suggested portfolio content we shared with the teachers in the horticulture sciences.

- Completed Application

- Resume
  - Reference List
  - Organizational and Extra Curricular Activities
  - List of classes

- Evidence of communication skills
  - written
  - verbal

- Letters of recommendation
  - especially from teachers

- Transcripts

- Evidence of basic education skills
  - reports
  - math work
  - UIL awards

- Industry exams or licenses
  - Texas Certified Nurserymen
  - Pesticide Applicator License

- Records of special projects
  - diaries
  - photographs

- Evidence of maturity and responsibility
  - SCANS

Sample Letter of Application

Name
Address
City, State Zip
Phone

Date

Name of company
Manager
Address
City, State Zip
Phone

Dear_____:

First paragraph: explain how you heard of the job

Second paragraph: give your qualifications for the job

Third paragraph: request interview and express appreciation

Sincerely,

Name

Enc. (Enclose resume and completed application)

Sample Resume

FULL NAME

Address

Phone

OBJECTIVE ---

EDUCATION

High School; Location
Dates Attended
G.P.A.

EXPERIENCE

Most recent job
Supervisor
Address

Phone

Second most recent job
Supervisor
Address

Phone

Least recent job
Supervisor
Address

Phone

ACTIVITIES ---

INTERESTS ---

REFERENCES Available upon request

Appendix F
Horticulture Evaluation Forms

Pilot Test Participant's Assessment of Portfolios in Horticulture

Teacher Name: _____

High School: _____

1. How many students began developing portfolios in your program?____
2. How did the students evidence technology in their portfolio?

3. Did you work with general education in the development of the portfolios? If so, how?

4. How did you evaluate the portfolios? Who reviewed the portfolios?

5. What have been the students' reactions to the portfolios?
   Initially?

   Later?

6. What suggestions would you make to a teacher beginning to use portfolios in the classroom?

7. What additional documents would you encourage students to include?

8. Do you plan to use portfolios next semester

WHAT DO YOU HAVE TO SAY ABOUT YOUR PORTFOLIO?

1. WHAT WAS THE PURPOSE OF YOUR PORTFOLIO?

2. WHO WAS THE AUDIENCE FOR YOUR PORTFOLIO?

3. WHAT DID YOU PUT IN YOUR PORTFOLIO? PLEASE LIST.

Appendix G
Examples of Child Care Portfolio Items

Rowlett, Texas 75088

Education: High School Diploma, 1996 graduate of North Garland High School, G.P.A.: 3.616, class rank: 19 out of 393

Work experience: none

Volunteer experience:

- bimonthly nursery volunteer at Lake Pointe Baptist Church 1992 to present
- Vacation Bible School teacher assistant for Lake Pointe Baptist Church, 1994 to present
- Greeter at Lake Pointe Baptist Church, 1994 to present
- Camp G.I.S.D. teacher assistant. 1994-1995
- cooking for and serving homeless with Lake Pointe Baptist Church. 1992-1993
- Junior volunteer at Lake Pointe Medical Center, 1992

Awards and Honors:

- Academic patches and letter jacket, 1992 to 1996
- Beta Club Student of the Month of March 1996
- North Garland Student of the Week for March 4, 1996
- Who's Who Among American High School Students
- Texas Scholar

Organization Membership:

- Art Club member 1994-1996
- National Art Honor Society, 1994-1996
- Technical Theatre member, 1994-1996
- Texas Association of Future Educators, 1995-1996
- National Honor Society member, 1996

Leadership: President of Texas Association of Future Educators, 1995-1996

Interests and Hobbies: crafts, sewing, reading, gardening, and cooking

Career goals: Elementary school teacher

References:

Mrs. Terri Strawn
1522 Battlefield Drive
Rowlett, Texas 75088
412-3885

Ms. Deborah Prowse
6607 Gardenia Drive
Rowlett, Texas 75088
475-9133

Mrs. Kelli Knight
5510 Allen Lane
Rowlett. Texas 75088
412-2194

Mrs. Brenda Whellock
1601 Iroquois Drive.
Garland. Texas
278-7880

CHILD CARE GUIDANCE AND MANAGEMENT
STUDENT EVALUATION

48

Student Name _____ Date Due 10/27/95

Center Back - Morgan

Six Weeks (Circle One) 1 2 3 4 5 6 From _____ to _____

Directions: Please circle one of the descriptors, for each factor, which you think nearest indicates the student's rating for the past six weeks period.

Factors	6—Fair Descriptors	8—Good Descriptors	10—Excellent Descriptors
Appearance	Frequently not appropriately dressed and groomed.	On occasion fails to be dressed and groom appropriately.	Always appropriately dressed and well groomed. ✓
Attendance	Frequently tardy and/or absent.	Punctual; Rarely absent.	Always ready for work on time: excellent attendance. ✓
Awareness of Appropriate Activities	Not aware of appropriate age level activities.	Needs help in understanding appropriate age level activities.	Has a clear cut sense of direction in planning appropriate age level activities. ✓
Communication	The student never uses positive language and appropriate vocabulary.	The student seldom uses positive language and appropriate vocabulary.	The student usually uses positive language and appropriate vocabulary. ✓
Cooperation	Hard for others to work with; resists criticism and direction from teacher.	Usually cooperates and is easy to work with.	Cooperates fully in all matters. ✓
Dependability	Projects/assignments/activities are habitually late.	Projects/assignments/activities are occasionally late.	Projects/assignments/activities are always on time. ✓
Initiative	Tends to hold back; afraid to make mistakes; waits for supervision.	Can work with supervision.	Shows initiative, without supervision, after learning what is expected. ✓
Progress	Limited progress made in skills and knowledge.	Has made progress in skills and knowledge. ✓	Exceptional progress made in skills and knowledge.
Reliability	Unconcerned for the safety of young children and school property.	Usually concerned for the safety of young children and school property.	Actively concerned for the safety of young children and school. ✓
Working with Children	Never works effectively with young children in small and/or large groups.	Frequently works effectively with young children in small and/or large groups.	Usually works effectively with young children in small and/or large groups. ✓

Comments _____

Center Teacher's Signature D Morgan Date 10-26-95

71

BEST COPY AVAILABLE

CHILD CARE GUIDANCE AND MANAGEMENT

STUDENT EVALUATION

1cc

Student Name _____ Date Due 12/8/95

Center Back - Morgan

Six Weeks (Circle One) 1 2 3 4 5 6 From _____ to _____

Directions: Please circle one of the descriptors, for each factor, which you think nearest indicates the student's rating for the past six weeks period.

Factors	6—Fair Descriptors	8—Good Descriptors	10—Excellent Descriptors
Appearance	Frequently not appropriately dressed and groomed.	On occasion fails to be dressed and groom appropriately.	Always appropriately dressed and well groomed. ✓
Attendance	Frequently tardy and/or absent.	Punctual; Rarely absent.	Always ready for work on time: excellent attendance. ✓
Awareness of Appropriate Activities	Not aware of appropriate age level activities.	Needs help in understanding appropriate age level activities.	Has a clear cut sense of direction in planning appropriate age level activities. ✓
Communication	The student never uses positive language and appropriate vocabulary.	The student seldom uses positive language and appropriate vocabulary.	The student usually uses positive language and appropriate vocabulary. ✓
Cooperation	Hard for others to work with; resists criticism and direction from teacher.	Usually cooperates and is easy to work with.	Cooperates fully in all matters. ✓
Dependability	Projects/assignments/activities are habitually late.	Projects/assignments/activities are occasionally late.	Projects/assignments/activities are always on time. ✓
Initiative	Tends to hold back; afraid to make mistakes; waits for supervision.	Can work with supervision.	Shows initiative, without supervision, after learning what is expected. ✓
Progress	Limited progress made in skills and knowledge.	Has made progress in skills and knowledge.	Exceptional progress made in skills and knowledge. ✓
Reliability	Unconcerned for the safety of young children and school property.	Usually concerned for the safety of young children and school property.	Actively concerned for the safety of young children and school. ✓
Working with Children	Never works effectively with young children in small and/or large groups.	Frequently works effectively with young children in small and/or large groups.	Usually works effectively with young children in small and/or large groups.

Comments _____

Enter Teacher's Signature K. Morgan Date 12-6-95

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April 24, 1996

Lakeview Centennial High School
Child Care Guidance Management

RE: Shiloh Ward

To Whom It May Concern;

Shiloh Ward is very cooperative and responsible. She always demonstrates a positive attitude toward the children. She has developed an understanding of early childhood. Ms. Ward is eager to show each child that she cares. She is motivated and works hard to help each child develop higher self-esteem and good work habits.

Ms. Ward has the ability and desire to become a super teacher who will make a difference in young children's lives. A person like Ms. Ward will be successful and make great contributions to the field of education.

I am honored to recommend Shiloh Ward for the scholarship offered by your department. She is a very deserving young woman and this scholarship will help her to achieve her goals as an educator.

Sincerely,

Cynthia Brown
Kindergarten Teacher
Stephens Elementary

Garland Independent School District

GARLAND, TEXAS

ANDY COLEMAN
Principal

April 16, 1993

LAKEVIEW CENTENNIAL HIGH SCHOOL

Dear Parents:

The Garland Independent School District is proud of the achievement level of all students in every program. We are particularly proud of those students who have displayed outstanding efforts in academics. There will be a special program and presentation specifically designed to honor students who had a cumulative grade point average of 3.33 or better through the fall semester of this school year.

Your son/daughter is among those being honored at Lakeview Centennial's Springfest on Monday, April 26 from 6:00-8:00 p.m.. It is my sincere wish to have you and your son/daughter present so we may give each honored student recognition for his/her outstanding achievement. Please note that this is a special award ceremony that is in addition to the Senior Awards program held during school hours May 21.

Traditionally, the eleventh grade students who qualify for the academic patch award are also given a school letter jacket at the awards ceremony. Because of time constraints at Springfest the jackets will be delivered to the eligible eleventh graders during school on May 27.

Sincerely,

Andy Coleman

Andy Coleman
Principal

3505 HAYMAN DRIVE, GARLAND, TEXAS 75043 (214) 494-8551

GARLAND INDEPENDENT SCHOOL DISTRICT
PRESENTS AN

Award of Excellence

TO *Jennifer L. Cupp*

OF LAKEVIEW CENTENNIAL HIGH SCHOOL
FOR OUTSTANDING ACHIEVEMENT IN HIGH SCHOOL
IN *Academics*

ON THIS *26th* DAY OF *April* , 19*93* .

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..... DEPARTMENT CHAIRPERSON

Judy Coleman PRINCIPAL

67

76

LESSON PLAN EVALUATION

ACTIVITY:

I. THE ACTIVITY: SELECTION AND DEVELOPMENT

A. Was the content worth knowing?

yes

B. Was it developmentally appropriate?

yes

C. Was it interesting to the children?

yes

D. Did the activity include opportunities for the children to use or "test" their knowledge? yes, ask the children to name different types of birds

E. What would you suggest as a follow-up activity? have the children make a bird out of construct paper

II. THE CHILDREN: RESPONSES

A. Did all the children reach the objective(s)? If not why?

yes

B. Were there behavior problems? If so do you have insight as to what caused them? the children were very talkative, the schedule was very busy

III. THE TEACHER: STRATEGIES

A. Were you well organized? yes

B. Were you satisfied with the effectiveness of your strategies in reaching the learning objective? If not why? yes

C. Did you effectively guide or manage the group?

yes

D. Did you introduce the concepts in a stimulating manner?

yes

E. Did you involve the children in the closure activity?

yes

F. What strategies would you change if you were to repeat this activity? I would try to do some other activities to incorporate the different types of birds

good idea

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Kimberly Hagyard

"SHADOW EVALUATION"

Please rate yourself on the following scale of 4 to 1.

4.....excellent 3.....adequate 2.....fair 1.....needed improvement

4 1. I was prepared with a checklist of all my supplies, audio and visual supplies for the Shadow Project.

3 2 My lesson was prepared and carefully thought out to cover all details.

4 3. My plans were complete enough to last 45 minutes

4 4. I exhibited knowledge about my materials and subject area.

3 5. I would give me a rating of 4, 3, 2, or 1 on my Shadow Project.

Please complete the following open ended questions.

6. If I had it to do over again, I would change the following things about my plans for the Shadow. I would find a book about Texas rather than the world.

7. I noticed many things in my teacher's room, but my favorite was.....
the conduct charts on the cabinets, and the calendar wall.

8. My Shadow teacher kept her children focused and attentive by.....
keeping them in squad lines.

9. My Shadow teacher loved her job and it was aparent because.....
She was enthusiastic in all her doings.

10. I feel drawn to a teaching career because of the Shadow Experience and .....
I would like to set up my room like hers.

Scenario I: Resolving Conflict

1. What is the major conflict?

Isaac wanted Joey's toy, and once he got it, Joey bit him.

2. How could the conflict be avoided or prevented?

The conflict could have been prevented or avoided if they had more than one funnel.

3. How would you handle the situation regarding Joey? Isaac?

Tell Joey that biting hurts others and it is wrong, and then punish him. Isaac didn't do anything wrong, but he needs to be told to use his words instead of screaming.

4. What would you report to the teacher in charge?

I would tell her that Joey bit Isaac, and how I handled the situation.

5. The teacher gave you an accident form to fill out. What would you record?

I would record the incident word for word, including the severity of the bite and how I handled it.

6. What would you do if the bite broke the skin, and Isaac was bleeding?

I would clean the wound and report it to his parents.

7. What would you say to the parent's of both boys?

I would explain the situation to both sets of parents and express to Joey's parents that biting is not allowed and must be taken care of before it becomes a bigger problem.

8. What health issues are implicated?

The spreading of germs and infection from an open wound.

Scenario II: Guidance

1. What do you do and say now?

Remove Shandra from the table and put her in time out explaining that she has already had one warning.

2. Why is Shandra on the table?

To get attention and to test the limits.

3. Why is Shandra repeating an activity that you just stopped her from doing?

She is testing your authority.

4. What could you encourage her to do?

Encourage her to make up a game with funny motions standing on the ground instead of the table.

5. What could you suggest to change the experience so that Shandra does not have to wait too long?

Play a short, calm game before the next song begins.

6. What would you report to the teacher in charge?

Explain Shandra's misbehavior and ask for suggestions on correcting it.

7. What would you report to the parents?

Explain the situation and ask that they talk about her misbehavior with her and try to correct the problem.

Worksheet: Philosophy of Child Caregiving

H-4

DIRECTIONS

For each item listed below, complete the sentence so that it best describes how you feel.

1. The most important thing children can gain from their child care experience is _____

_____

_____

2. To ensure a successful child care experience, children should have _____

_____

3. Children learn best by _____

_____

4. The most important quality that a caregiver can have is _____

_____

_____

5. The physical environment of the child care center should _____

_____

_____

6. The most important thing caregivers need to know about children is _____

_____

7. Parents are important because _____

_____

_____

8. Quality child care means _____

_____

_____

9. The child care profession is important because _____

_____

_____

Child Care Philosophy

Early child care education is a very important process that we all must go through in the early years of our lives. Early childhood education is the education a child receives when they are in kindergarten and first grade. This education aides and molds the beginning of all educational learning. Early childhood education lets the children learn how to play together, work together, learn to write, and how to do simple mathematical problems. All these things add up to what early childhood education is.

The environment in which a child learns should be conducive to learning. For instance, a room should have things in there that help the child learn in different ways. The objects in the room that could help with this are: building boxes (blocks), puzzles, books, and bulletin boards that challenge the child to think. A room may also have different areas for the children, for instance, a home living area where the children can pretend to be moms and dads, a writing area, a drawing area, a building area, a reading area, and a play area. All these things I believe will equal up to a well rounded educational environment for children to grow and develop.

Safety is a big thing when working with young children. To ensure that the area they are in is a safe environment one can do many things, for example, only get toys that won't endanger any child's safety. Another safety precaution is to make the layout of the room safe, plus make everything easily accessible for the child so they don't have to climb to get to things.

My view on childhood guidance is to help the children when it is necessary. To explain, I would let the child try to figure out the problem by themselves, but I would give them some guidance on how to figure the problem out. Also, I would guide the children on how they should act in different situations so they wouldn't end up hurting themselves. My views of discipline are simple, but I believe are affective. First of all, I would just ask the child if what he/she did was right and then just give them a warning. Secondly, if the same child causes anymore problems I would take action to take care of the problem; which could be a phone call to mom or dad, a letter to mom and dad, a visit with the principal, no recess, or have them sit in timeout for awhile, so they can think about what they have done.

Including children with special needs is often difficult, this all depends on the type of special need the child or children have. To include these kids I would make projects that I have regular students doing just a little bit easier for them or more accessible for them. Also, I would make games that these children could participate in along with other children. The main thing is not to neglect these children from an education because they deserve one too.

Appropriate learning activities are activities that are appropriate for the age level of the children I am working with. Other appropriate activities are those that do not discriminate against race, sex, or religion.

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Communication with parents is a must. One way I would communicate effectively with the parents is to write notes to them to keep them informed with what their child is doing and how they are progressing. A second way is by calling them with the same information.

I would demonstrate ethical behavior by not lying to the kids and when I made a promise I would not break it. For the parents I would try to keep in touch with them at all times and do the same as I do with the kids.

LESSON PLAN

NAME: Jennifer Cupp
SCHOOL: Back Elementary
DATE: December 15, 1995
PERIOD: B3

DATE OF ACTIVITY: December 7, 1995 **TIME:** After reviewing letters

GROUP: Ms. Morgan's Afternoon Kindergarten

ACTIVITY: Make a Santa Mouse

GOALS: To practice following directions.

To develop fine motor skills (color, cut, paste)

To review colors

BEHAVIORAL OBJECTIVES: Given a worksheet of a mouse, the children will color the mouse as specified. The children will cut out the mouse and glue cotton balls on the mouse.

MATERIALS NEEDED: Santa Mouse (story)

Santa Mouse pattern

Crayons

Scissors

Glue

Cotton balls

MOTIVATION/INTRODUCTION: The teacher reads the story Santa Mouse to the children.

PROCEDURES: 1. The teacher reads Santa Mouse to the

children.

2. The teacher reviews the story with the children.
3. The teacher tells the children specifically how to color the mouse.
4. The ears are colored red.
5. The head is colored green.
6. The nose is colored black.
7. The teacher passes out the worksheet and the cotton balls.
8. The children are told to cut out the mouse after they color it.
9. The teacher then tells the children to cut the line on each ear.
10. The teacher then instructs the children to place a dot of glue on the cut part of the ear and to tuck it behind the other part of the ear. (The ear will make a cup shape.)
11. The teacher helps the children who need help and instructs the children to do the other ear the same way.
12. Afer all the ears are correctly glued, the teacher has the students place a dot of glue on each little flap that sticks out from the mouse's face.
13. The students then are told to pull their cotton ball apart and place half of it on

one side and half of it on the other side.

14. After the mice are finished, they are collected and displayed on a bulletin board.

CLOSURE/TRANSITION: Ask the following questions : "What was your favorite part?" "What is something you want for Christmas?"

EVALUATION: The activity was very good. Some of the children had a difficult time making the cup shaped ears. Next time I do the activity I might see if there is some way the activity could be made a little easier for them.

PLAN FOR LEARNING CENTERS

Date Feb. 27 Theme Texas Age Group Kindergarten

Day of Week

Learning Center	Mon.	Tues.	Wed.
LIBRARY AND GAMES	TEXAS BINGO	TEXAS TOMBOY	THE LITTLE COWBOY AND THE BIG COWBOY
ART	TISSUE PAPER BLUEBONNETS	CUT-OUT/ PUT TOGETHER LONGHORNS	TEXAS FLAG COLORING
DRAMATIC PLAY (COOKING)	MAKE CENTER INTO WAGON	DRESS-UP LIKE COWBOYS (HAVE APRONS AND BONNETS FOR GIRLS)	COOK CHILI
PUPPETS	MAKE COWBOYS PUPPETS	MAKE HORSES (STICK)	COWPOKE SACK PUPPETS
LISTENING AND MUSIC	TEXAS OUR TEXAS	DEEP IN THE HEART OF TEXAS	THE EYES OF TEXAS ARE UPON YOU

Plans for Activity Follow-up: ON FRIDAY - DRESS-UP LIKE COWBOYS AND COWGIRLS, AND HAVE A COOKOUT BY A CAMPFIRE

SCANS: _____

INTERDISCIPLINARY CONNECTIONS: _____

Kim's Chronicles

Issue One April, 1996

Leading Causes of Death for Children

Leading causes of children's deaths: the following are the leading causes of death by unintentional injury to children from birth to age 14.

1. Motor vehicle accidents.
2. Fires and burns.
3. Drowning.
4. Suffocation by indigestion or choking.
5. Firearm discharges.
6. Falls.
7. Poisoning by solids and liquids.
8. Poisoning by gases and vapors.

Source: National Safety Council, (1992).

USE COMMON SENSE

Many household objects can be dangerous around children younger than three. Caregivers need to remove or reduce these hazards as much as possible. Many accidents happen because of carelessness. By using careful supervision and common sense, caregivers can reduce risk and at the same time allow children the freedom they need to grow and explore.

STOP FOR SAFETY!

To stop and accident before it OCCURS, think of these four steps:

1. SUPERVISE: Provide supervision appropriate to the children's developmental level.

2. TEACH: Teach children to be safe, appropriate to their level of understanding.

3. OBSERVE: Look at the environment. Identify potentially dangerous situations and eliminate them.

4. PRACTICE: Practice what you preach. Children learn by watching . Be a role model in using

NOVEMBER

THEME OF THE WEEK	TUESDAY	WEDNESDAY	THURSDAY	REVIEW QUESTIONS
Theme: Pets Color: Brown and Black Letter: G Number: 7 Shape: Square 	**Busy Bees:** "My Favorite Pet"; making pumpkins seeds *B.B.. ***bring a brown grocery sack*** **Super Stars: Spooky** old Tree; Circus Train **31**	**Busy Bees:** Tell the tale of the Little Mermaid; Animal puzzles **Super Stars:** "My Little Puppy" activity and song ***Super Stars- Bring a pet picture.*** ***All-Sign up for Thanksgiving feast on class door*** **1**	**Busy Bees:** Meet Clifford's Pals ; home pets **Super Stars:** Sing the "Spider" song; "My Little Puppy" **2**	**1.** What do you do when you find a stray animal? **2.** Where do the live in the Zoo? **3.** How do you know if an animal is friendly?
Theme: Fall Color: Brown and Black Letter: H Number: 8 Shape: Square 	**Busy Bees:** Show what weather is; Show types of trees and leaves. **Super Stars:** Red Leaf, Yellow Leaf and tree seasons. **7**	**Busy Bees:** Leaf rubbings outdoors; turkey hunt. **Super Stars:** Singing the song "Shoo Fly" ; "Autumn is here" **8**	**Busy Bees:** Anybody can play; making a scarecrow **Super Stars:** Hibernation and general animal traits ***Super Stars- Bring an object that is square.*** ***T-Shirt day*** **9**	**1** What kinds of clothes do you wear in the Fall? **2.** What happens to the leaves? **3.** What is hibernation?
Theme: Thanksgiving / Indians Color: Brown and Black Letter: I Number: 9 Shape: Square 	**Busy Bees:** The Legend of the Blue Bonnet; Indian Headband **Super Stars:** Make Pilgrim costume for feast; "My Turkey" **14**	**Busy Bees:** '" The First Thanksgiving"; Dot-to-Dot pumpkin **Super Stars:** "Five Little Indians" and hand motions ***Bring Feast Paper Products Today and non-perishables*** **15**	**Busy Bees:** Twas the Night Before Thanksgiving ; "Turkey Walk" **Super Stars:** Making Indian teepees; Clifford's Thanksgiving Visit ***All- Bring Feast Food Products during arrival*** **16**	**1.** Why do we celebrate Thanksgiving? **2.** Where did the Pilgrims live? **3.** Who were the Indians? **4.** What did you wear during the lab school feast?

Thanksgiving Holiday Nov. 20-24 No Lab School; Classes resume Tuesday, Nov. 28.
Have a safe holiday!!

NOVEMBER

Dear Parents:

We appreciate your cooperation in everything we have done. November is the beginning of a very festive season.We will begin the month discussing Pets, Fall, Thanksgiving and Indians. We will talk about different pets, and how to take care of them. We will also explain why the trees change color and lose their leaves. We will explain why and how we celebrate Thanksgiving, and of course no Thanksgiving is complete without the legendary Indians. Some more information we will include: the square shape; the numbers are 8, 9, and 10; and the letters are G, H, I. Please review this information at every teachable moment that you may encounter with your children.

We will be needing your assistance for our annual feast on **Thursday, November 16 at 10:55 AM.** A sign up sheet for food or paper product donations will be posted on the door. Some of the items we will be needing for the children's feast are as follows: pre-cooked chicken nuggets, miniature corn-on-the-cob, baked dinner rolls, apple juice, pumpkin pie, paper plates, dinner napkins, paper cups, and plastic silverware. The children will **not need to bring a lunch that day unless they have special dietary needs. Please sign up as soon as possible or call Mrs. Lobberecht if you car pool.**

We are looking forward to an exciting month with your child and we would also like to thank you once again for all your assistance. **Thanksgiving vacation will be November 20-24 and lab school will resumeTuesday, November 28.** Have a safe and enjoyable holiday.

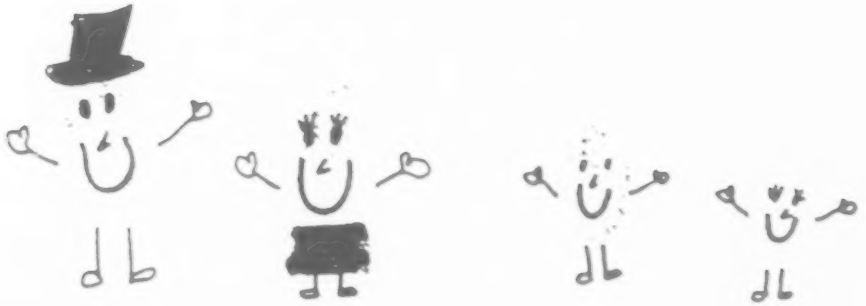
Sincerely yours,
Ms. Michelle Adames &
Cypress Creek Lab School

REMINDERS:

1. **Sign up Wednesday, November 1**
2. **Bring paper plates cups and napkins Wednesday, November 15**
3. **Bring required food morning Thursday, November 16**
4. **No lunchkits November 16**
5. **T-Shirt day will be on Thursday, November 9**
6. **Watch for bright pink notes from the Lab School; we use this color to indicate important information.**
7. **Book orders are due Wednesday, Nov. ·ber 1.**

My bulletin board Creations!

The Thumbkin Family Picnic



One bright and sunny day Mr. Thumbkin asked his wife to plan a day at the park, so they can have a picnic.

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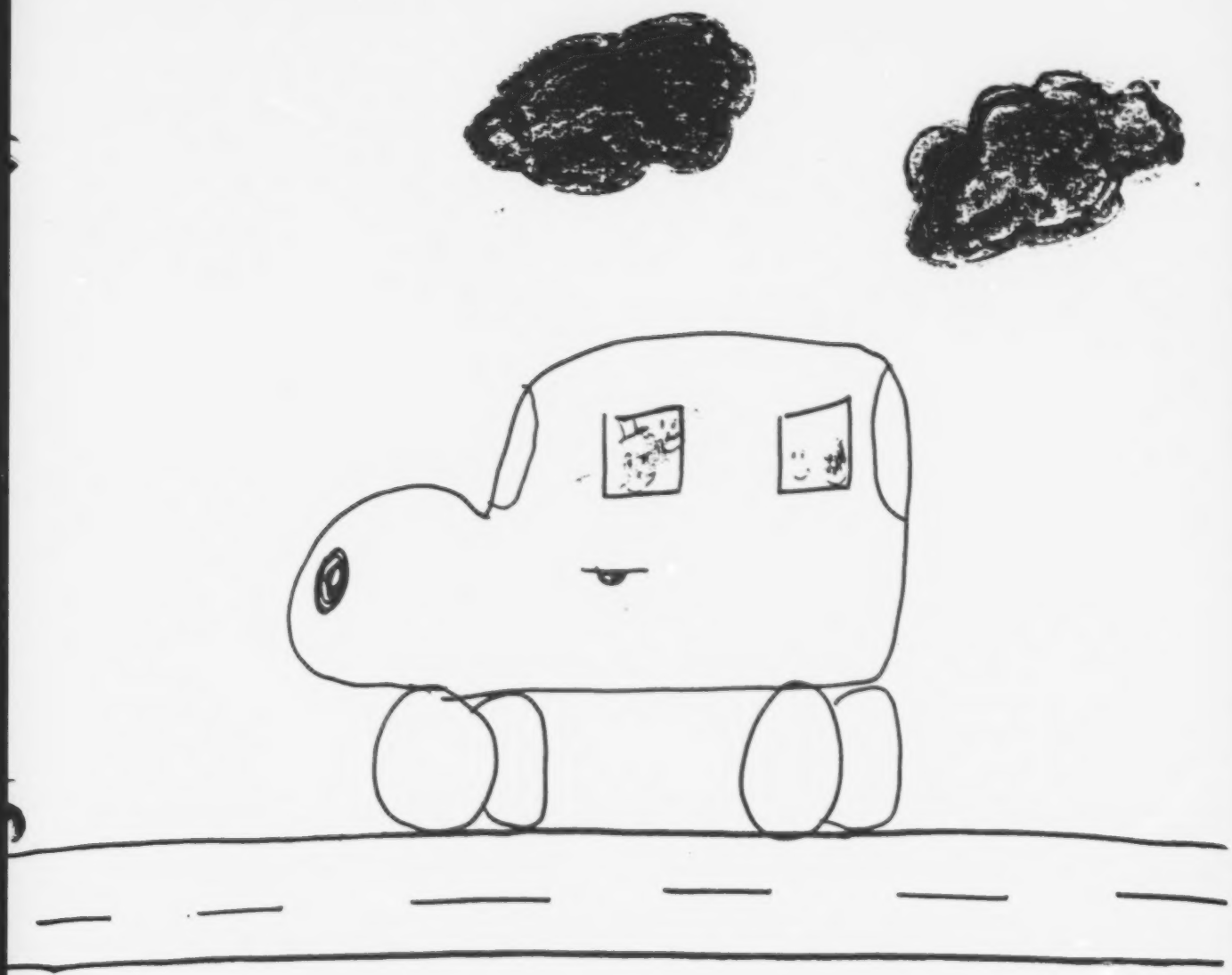
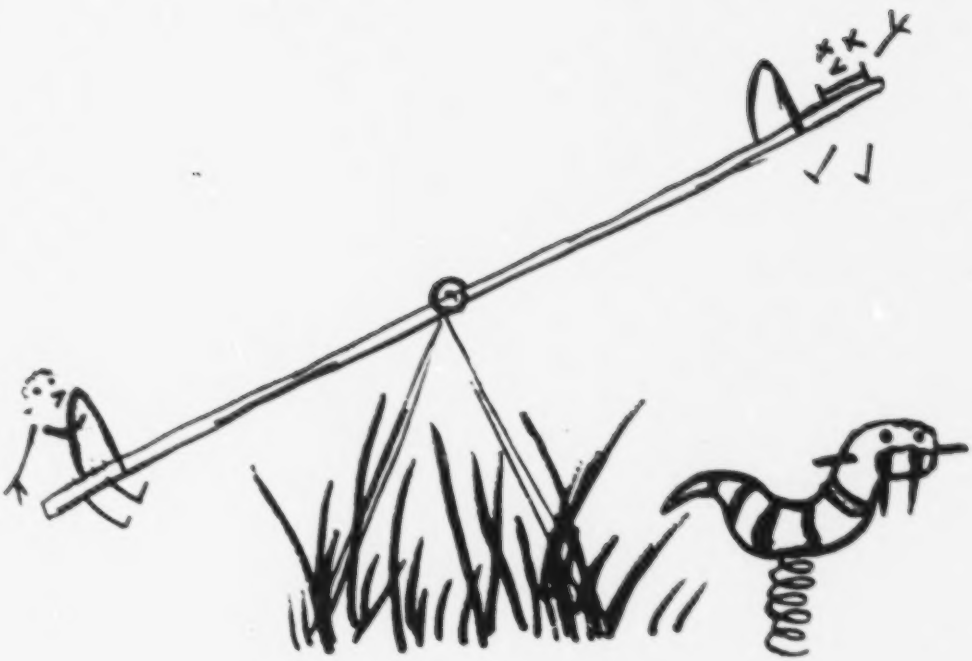


When she was ready the parents gathered the children and loaded the car.



After they ate, the children went to play at the park.

After playing for a while the parent and children cleaned their area and loaded the car again.

Model Project

The name of my child care center is Kim's Kids 'N' Krayons. The learning theory that is reflected at my center is closed concept. We provide care from 6 a.m. to 8 p.m. for children ages 3-12 years. Each developmental group will be split into different classrooms with two teachers per every ten kid room. Each age will be in a different room, except the ten eleven and twelve year olds will be in the same room because there will probably not be very many that age. My center will be different because their will be a smaller ratio of children to teachers. Therefore, the teachers can help the children with their homework problems, because they have more time to spend with each child.

I want the parents and community of my child care center to perceive my center as a learning enrichment center rather than just a day care. It will be an enrichment school and day care all in one. I will establish this image through advertisement on television, in newspapers, and by handing out flyers throughout the neighborhood.

The children will be provided a small snack but may also bring their own. (Nutritious food is encouraged.) They must bring their own lunch if they are to be there during lunch time. They will have a nap time, or if they choose, a quiet activity. They will also be required an hour of study, homework, and a planned lesson. They will be graded on these lessons every month. This is what their progress reports will look like:

Name _____

Language Arts _____

Mathematics _____

Science _____

Overall Conduct ___

* They will be graded as satisfactory or unsatisfactory on all items.

Child Care Needs Survey

Thank you for doing this survey, we at Kim's Kids 'N' Krayons really appreciate it!

Name:

Address:

Marital Status:

Number of children in family:

Monthly income:

What would you expect from a child care center?

Would you prefer a learning school or a school for free time?

Would you require any special needs for your child/children?

What are some of those needs?

If a large child care center was built in or near your neighborhood would you be interested in looking into it?

This survey would be placed in pediatrician's offices and children's dental offices. They would also be at grocery stores.

It would include a return addressed, stamped envelope for returning this survey back to our company for our information.

My preschool will be located all over the country in the largest cities such as Los Angeles, New York City, Chicago, Houston, etc... My buildings would be separate structures much like Creme de la Creme. There would be a large playground with different sections for different age levels so that the big kids will not run over the small

kids. There would be parking for the parents and employees inside a security gate where a code must be enter to come inside. The building would be in direct relation to the community, in the middle of an upper class area (River Oaks). The total center will be on 15,400 sq.ft. of land. That figure is including the playground and parking lot.

For Kim's Kids 'N' Krayons, we will need :

Employee Title	Description of Tasks
1 director	I will oversee everyone and make sure everything is done right and when it is supposed to.
5 managers	They will give all other emloyees breaks and make sure everything runs smoothly.
10 teachers	Teach a daily lesson and give care also.
2 nurses	Stay from open to close in case of illness or injury.
5 caregivers, 5 helpers	They will attend to all of the general needs of the children.
2 secretaries	They will handle all of the payments, paperwork, and answer the phones.

I will hire these employees by putting an article in the

newspaper, flyers, and local school districts. I would select from my applicants by their references, qualifications, and a trial day. After a day of observing the applicant (without them knowing), I will decide if they would be a good asset to my company. There would be no interview questions, I will judge them on how they act and interact with children. The wages I would pay the teachers would be the same as the teachers in the local school district (based on qualifications). The caregivers, secretaries, and helpers will all make $10.00 an hour to start with. The managers and nurses would receive the same as the teachers. I would receive a salary of $50,000 a year. All employees would be required to follow these rules:

1. There is to be no smoking inside the building. Smoking will be permitted on the side of the building in a special area built for employees on their break.

2. Chewing gum is permitted as long as it is thrown away in the trash.

3. The employees may eat lunch and snack with the children only if all the children have been taken care of.

4. Employees may occasionally have a visitor only by asking the other person in the room if they may talk for no more than 10 minutes.

5. Breaks are to be taken every 4 hours for 30 minutes unpaid or 10 minutes paid (their choice).

6. There will be a telephone for personal business in the break room-but it may only be used on breaks.

7. Reporting illness or inability to work must be done a day ahead of time, otherwise it results in a suspension.

8. When evaluation time comes the employee will be observed for a day alone with the children.

9. When the teachers need supplies or want to request field trips they must get everything approved through the director.

10. Parents are to be contacted in case of illness or injury through the secretaries. There will be records for each child kept in the directors office.

My daycare learning center will be a franchise and I will let businessmen invest in it to help pay for it. I will be the director for the Houston location and I will hire others to run the other locations. I chose a franchise because I cannot run my center in all the cities.

I will finance my business by first taking out a loan, asking for donations from local companies, and encouraging prestigious businessmen to invest in my company. It will probably take a million dollars a year to run my business, because of its location and clients. The money to run my business will come from the parents of the children who attend my center. The flat fee is $5,000 a month per kid. Keep in mind that my center will be in the richest neighborhoods in that particular city.

These are my expenses:

Expense	Amount
Food	1,000
School Supplies	1,000
Sanitary Supplies	1,000
Wages	100,000
Taxes	25,000
Employee Compensation	10,000
Business Supplies	1,000
Advertising	1,000
Equipment	10,000
Utilities	3,000
Rent/Mortgage	20,000
Legal accounting procedures	3,000
Licensing Fees	2,000
Curriculum Materials	10,000
Insurance	6,000
Maintenance	1,000

Total	192,000

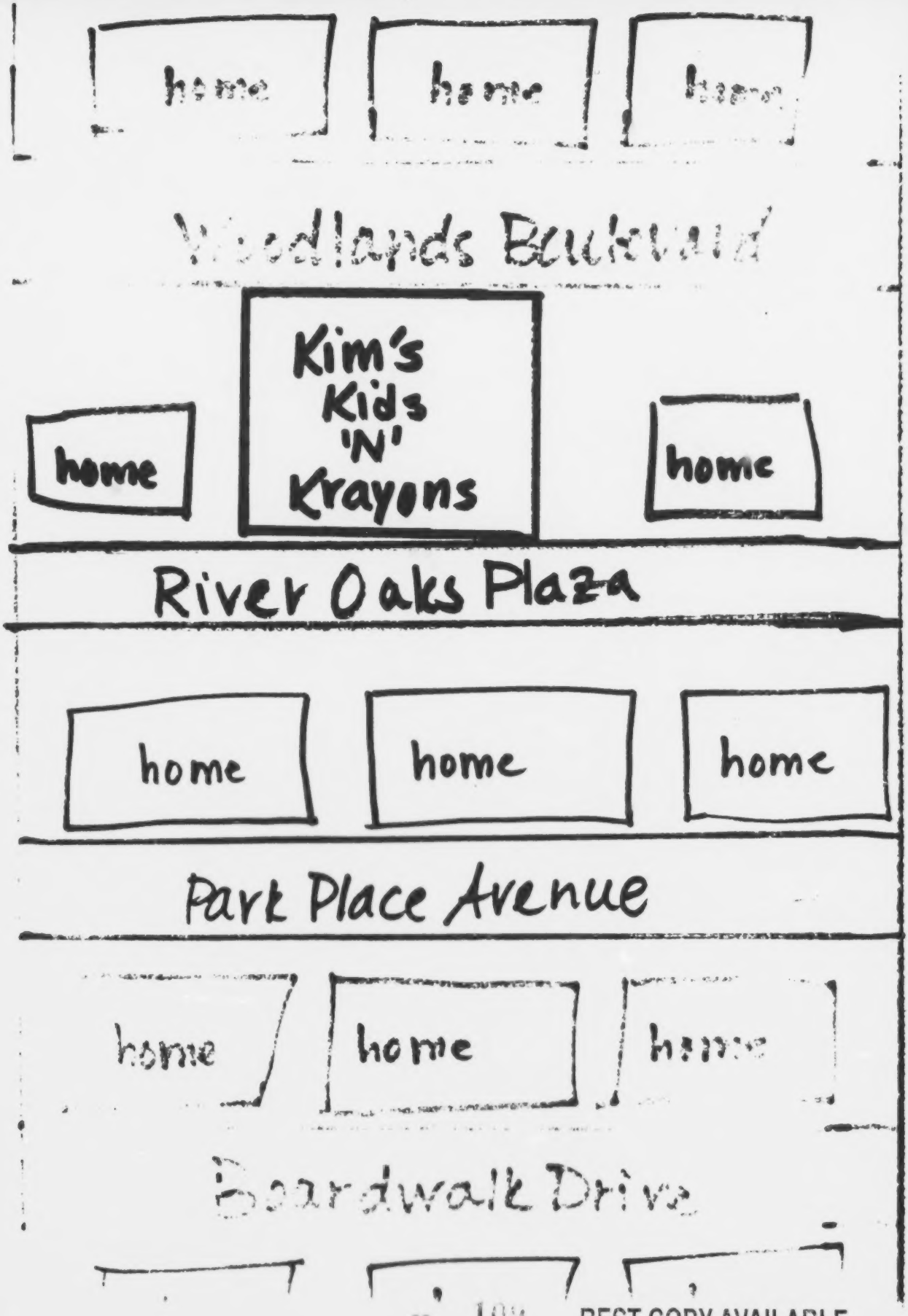
The toys and equipment can be found through mail-order catalogs. The toys are from Discovery Toys. The encyclopedias and dishes are from a Consumer Repot catalog.

When child care comes to mind so does a few other places such as:

1. Child Support Enforcement	723-KIDS
2. WIC-women, infants, and children	942-3678
3. Poison Control Center	654-1701
4. PLANNED PARENTHOOD	535-2400
5. Children's Psychological Services	364-8080
6. Lighthouse of Houston (for the blind)	527-9561
7. Deaf Center	395-5312
8. Children's Protective Services	626-5701
9. Justice for Children	225-4357
10. Department of Protective and Regulatory Services	696-2142

I obtained this knowledge through the local telephone directories. I also used a very vivid imagination to dream up such an elaborate center.

Kim's Kids and Krayons will have a 24-hour maintenance service to call for anything we need, repairs and replacements will be fixed when needed by the company I feel suitable.



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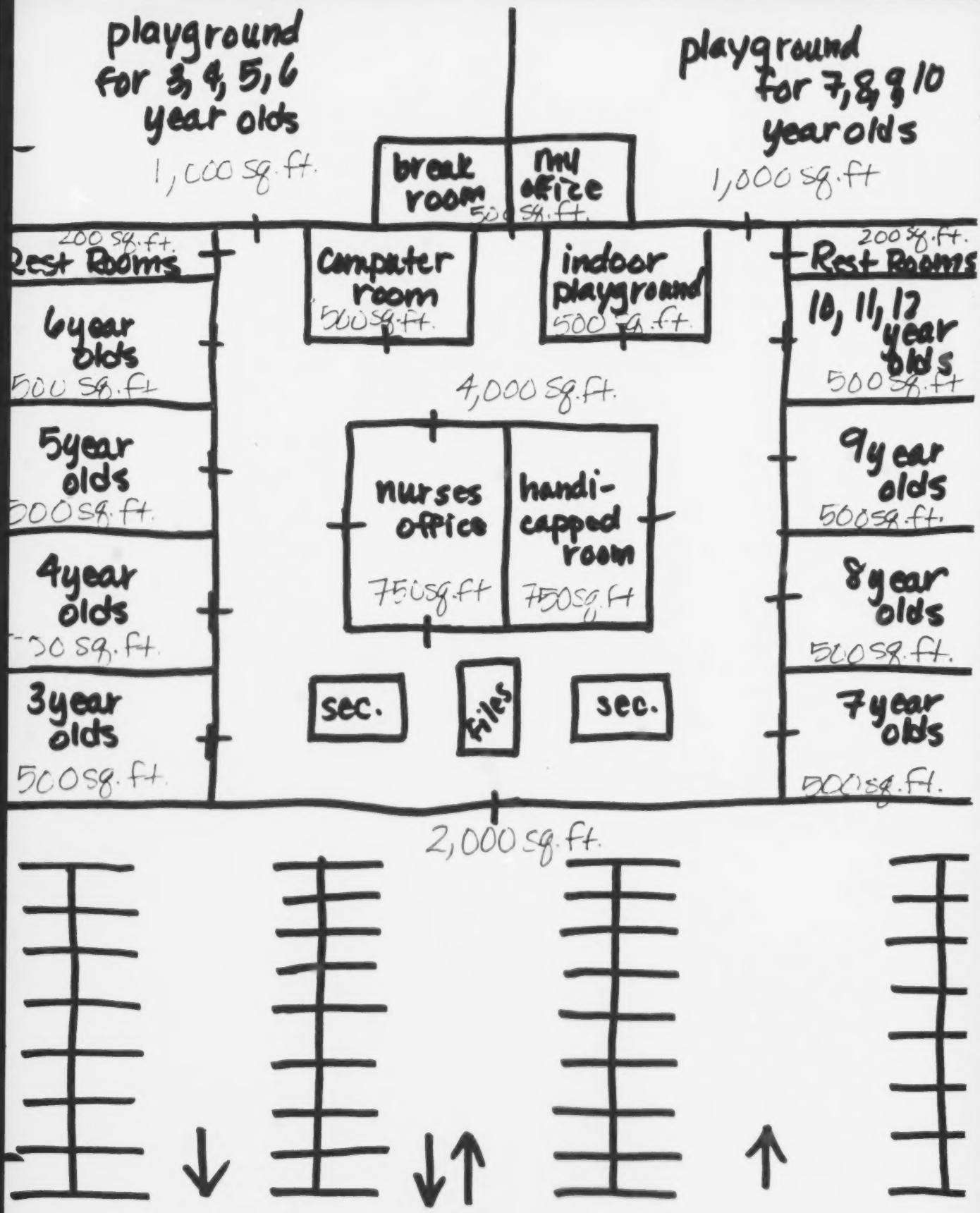

playground for 3, 4, 5, 6 year olds
1,000 sq. ft.
playground for 7, 8, 9 10 year olds
1,000 sq. ft
break room
500 sq. ft.
mini office
200 sq. ft.
Rest Rooms
Computer room
500 sq. ft.
indoor playground
500 sq. ft.
Rest Rooms
6 year olds
500 sq. ft.
10, 11, 12 year olds
500 sq. ft.
4,000 sq. ft.
5 year olds
500 sq. ft.
nurses office
750 sq. ft.
handi-capped room
750 sq. ft.
9 year olds
500 sq. ft.
4 year olds
500 sq. ft.
8 year olds
500 sq. ft.
sec.
files
sec.
3 year olds
500 sq. ft.
7 year olds
500 sq. ft.
2,000 sq. ft.

Kim's Kid's 'N' Krayons

Where Kids Come First

Come see us!

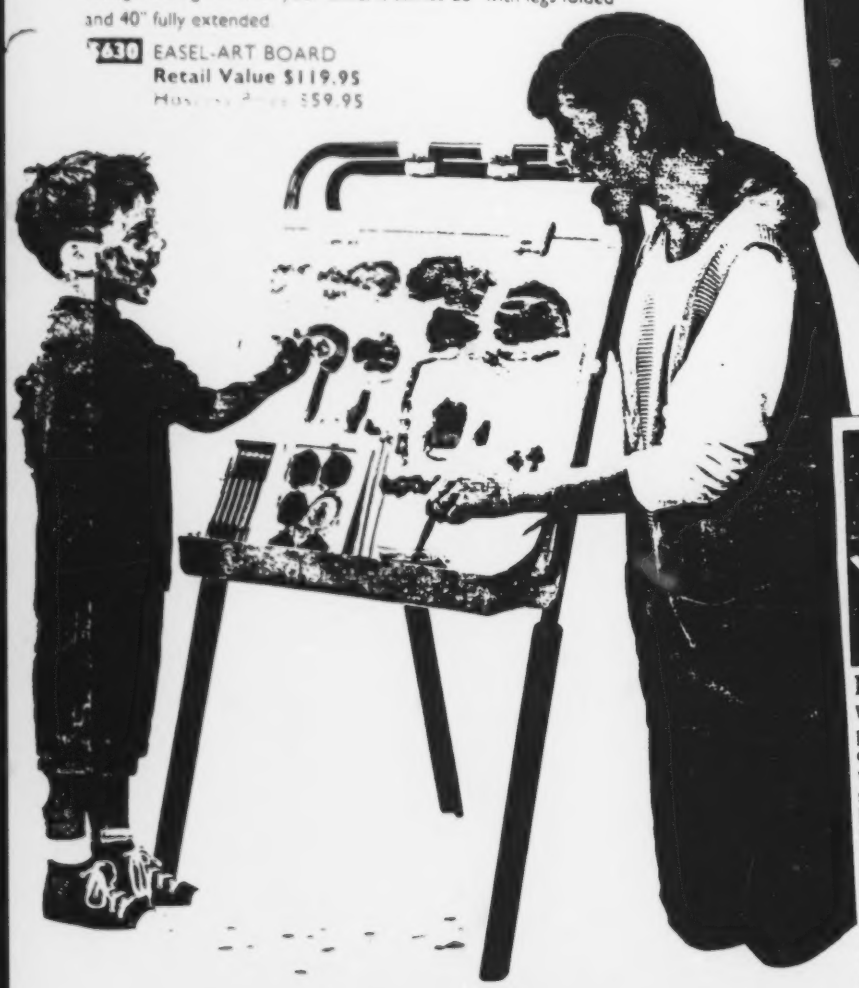
Kim's Kids 'N' Krayons

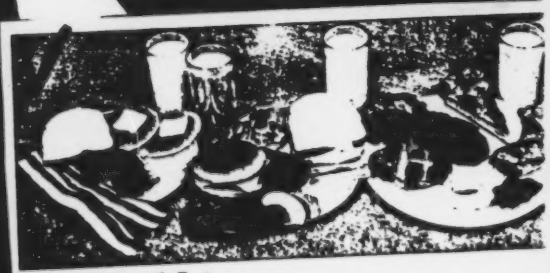
Kimberly Hagvari
Director

9025 River Oaks Plaza
Houston, TX 77195
Phone 713-459-9025 Fax 713-459-9925

EASEL-ART BOARD Stand up for the arts with this innovative easel. Adjustable and portable, it comes with 25" x 19" reversible chalkboard and porcelain marker/magnet surfaces plus a handy, removable supplies tray. Sturdy clips keep paper in place. Designed to grow with your child, it stands 28" with legs folded and 40" fully extended.

7430 EASEL-ART BOARD
Retail Value $119.95
Hos[illegible] $59.95



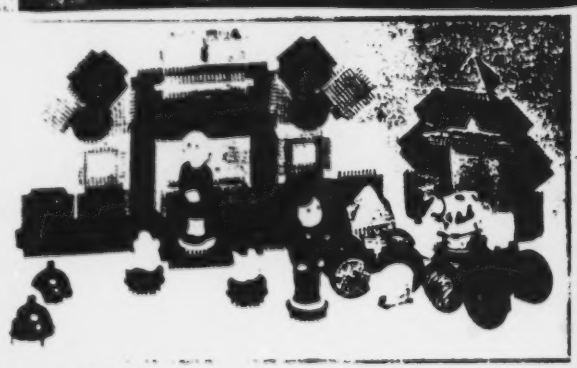


Plastic Food Sets

With these new food sets students can have fun and learn about f preparation, table manners and balanced meals. Food items are designed in smaller portions for younger children. Creative play with real role-playing action. Breakfast set includes pancake, scrambled egg, bacon, 3 strawberries, 2 pats of butter, a slice of bread, orange juice and milk. Lunch set contains pizza, french fri hamburger topped with lettuce and tomato, white bread, bologn American cheese, peach and pineapple wedges, chocolate cupcal and milk. Dinner set includes steak, chicken thigh, mashed potat peas, butter, lettuce, tomato, dinner roll, slice of apple pie and m

For ages 3 & up.

	SET	4 SE
628-010H Breakfast Set	$17.95	16.1
628-011H Lunch Set	17.95	16.1
628-012H Dinner Set	17.95	16.1



Deluxe Krinkles Set

Ages 3 & Up

Increases fine motor skills, visualization and critical thinking. Big 87-piece set of colorful, geometric shapes that interlock for hours of creative play and building fun! Assemble vehicles, houses and other terrific objects—even attach them together to create a complete setting! Includes 72 blocks, 8 complete wheels, 2 people and 3 animals. Easy to put together and take apart. Ideal for quiet, constructive play times.

SET 6 SETS
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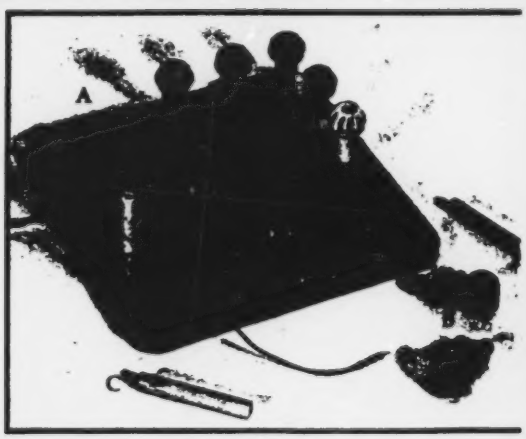

(A) Sure-Grip Pegboard

Ages 4 & Up

Ideal exercise for refining hand/eye coordination skills. Used with Sure-Grip Pegs or Lacing Pegs, these pegboards are durable, made of a rubber-like material to grip pegs. When the peg shoulder rests on the pegboard, fingers apply the proper

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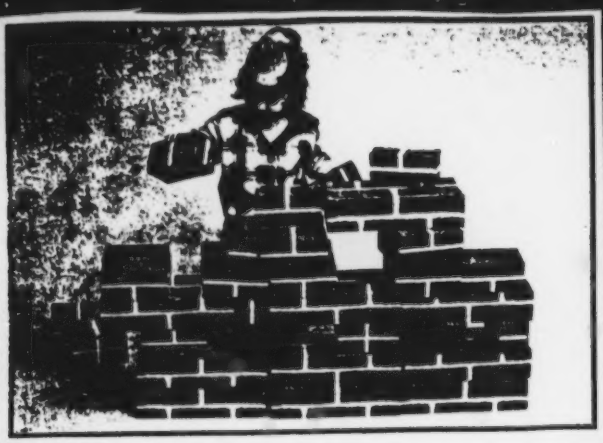


Brick Block Sets

Ages 2 & Up

Children are eager to build exciting towers, castles, forts and more with these creative corrugated blocks. A fun activity and a great way to give children cooperative learning experiences. All blocks designed with a special plastic coating for long-life durability.

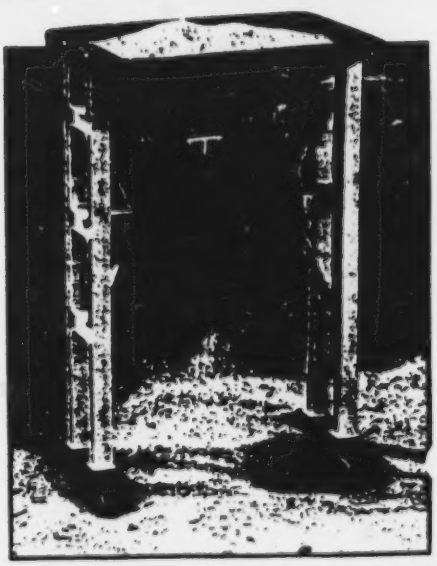
	SET	3 SETS
406-801H 3" x 6" x 12" Blocks, Set of 16	$24.95	22.45 ea
406-802H 2" x 4" x 8" Blocks, Set of 28	23.95	21.55 ea

TABLE & CHAIRS Art time, study time...anytime you need a place to put it all together, this tyke-sized table and chairs fit right in. They fold up for easy toting and storage — and the table even tilts into a drawing board. Tough 24" x 28" melamine tabletop is easy to clean. Table stands 20" tall...and the chairs fit the table just right.

5640 TABLE & CHAIRS
Retail Value $149.95
Hostess Price $74.95

TOTE & GO™ Play Set It's a kiddie-friendly basket that's perfect to take along on real and imaginary picnics. Designed to match children's hand size and dexterity at this age. TOTE & GO™ Play Set has plates, naturally fitting utensils, spiffy beverage container, four sipping-spout cups and more! Encourages creativity and builds social-emotional and life skills.

TOTE & GO™ Play Set **$19.98**



SAND-WATER WHEELS Big wheels keep on turning and preschoolers keep on learning about cause and effect when they pour sand or water into the trough that feeds the wheels. This new version provides a ramp for vehicles to drive up and fill up! It's a great introduction to basic physics and makes for piles of fun. Provides tactile stimulation and enhances gross motor skills. 12" tall.

SAND-WATER WHEELS **$12.98**

THE NEW BOOK OF KNOWLEDGE **$495.00**
Easy payment plans available.

Stainless Steel Bakeware

Rust-proof, exceptionally durable pieces for all baking needs. Choose from all the most popular styles and sizes. Rugged, seamless, stainless steel for long life, durability and superior finish retention. Dishwasher safe.

		EACH	6 & UP
636-201H	Round Cake Pan, 9" Dia	$5.90	5.29 ea
636-203H	Square Cake Pan, 8" x 8"	5.90	5.29 ea
636-205H	Cookie Sheet, 11" x 16"	8.90	7.95 ea
636-207H	Cookie Sheet, 13" x 17"	9.95	8.95 ea
636-209H	Pie Plate, 9"	5.90	5.29 ea
636-211H	Juice Saver Pie Pan, 10¾"	8.90	7.95 ea
636-213H	Cake/Jelly Roll Pan, 16¼" x 11½"	9.95	8.95 ea
636-215H	Loaf Pan, 9½" x 5⅛"	7.95	7.15 ea
636-217H	6-Cup Muffin Pan	9.95	8.95 ea
636-219H	Pizza Pan, 14"	9.95	8.95 ea
636-221H	Baking Pan, 9" x 13"	11.95	10.75 ea

WearEver® Concentric Air® Cookware

Cook With the Best

Avoid cooking mishaps when the heat is on—and when the heat is off. New Concentric Air circulation reduces the variances in the heating up and cooling of the pan's surface—lets you maintain control of your cooking. Also features revolutionary bottom design that prevents slipping by actually gripping the range top surface. Design also allows greater surface area for heat contact. Superior nonstick interior, Maxalon X2000, reduces the use of oil for healthier cooking. Steam-vented covers (is here included) are of matching aluminum. Set includes: 1-qt. covered sauce pan, 2-qt. covered sauce pan, 3-qt. covered Dutch oven and 10" fry pan (can use Dutch oven cover for 10" fry pan). Brilliant black exterior. Lifetime warranty.

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Appendix H
Using Portfolios to Assess Student Performance

USING PORTFOLIOS TO ASSESS STUDENT PERFORMANCE

State Professional Improvement Conference for Home Economics Teachers
Dallas, Texas
August 1, 1996

Ginny Felstehausen, Sue Couch, and Susan Bolen
Texas Tech University

USING PORTFOLIOS TO ASSESS STUDENT PERFORMANCE

Authentic assessment is a form of evaluation that requires students to perform significant tasks relevant to real life rather than simply respond to traditional objective test items. Other terms used for this type of evaluation are performance, direct, and alternative assessment. One of the major authentic assessment tools currently being used is the student portfolio. A portfolio is defined as a purposeful selection of materials that provide evidence that the student has mastered important knowledge and skills. The Texas Education Agency recently supported a three-year project to develop and field test a model of a portfolio for use in Career and Technology Education (C&TE). The model was developed at Texas Tech University and is designed to assess both general employability and occupation-specific knowledge and skills in child care job-specific courses. It is adaptable to other C&TE courses.

Development of the Portfolio Model

Child care center directors and teachers were surveyed to validate general employability skills (SCANS, 1991) in relation to competencies identified in 2+2 Tech Prep Early Childhood Professions (1991). Focus groups were conducted with child care professionals to determine the usability of a portfolio during the application and interview process and identify appropriate contents for a portfolio. The survey and focus group data were used to develop the portfolio model described on pages 2 to 5.

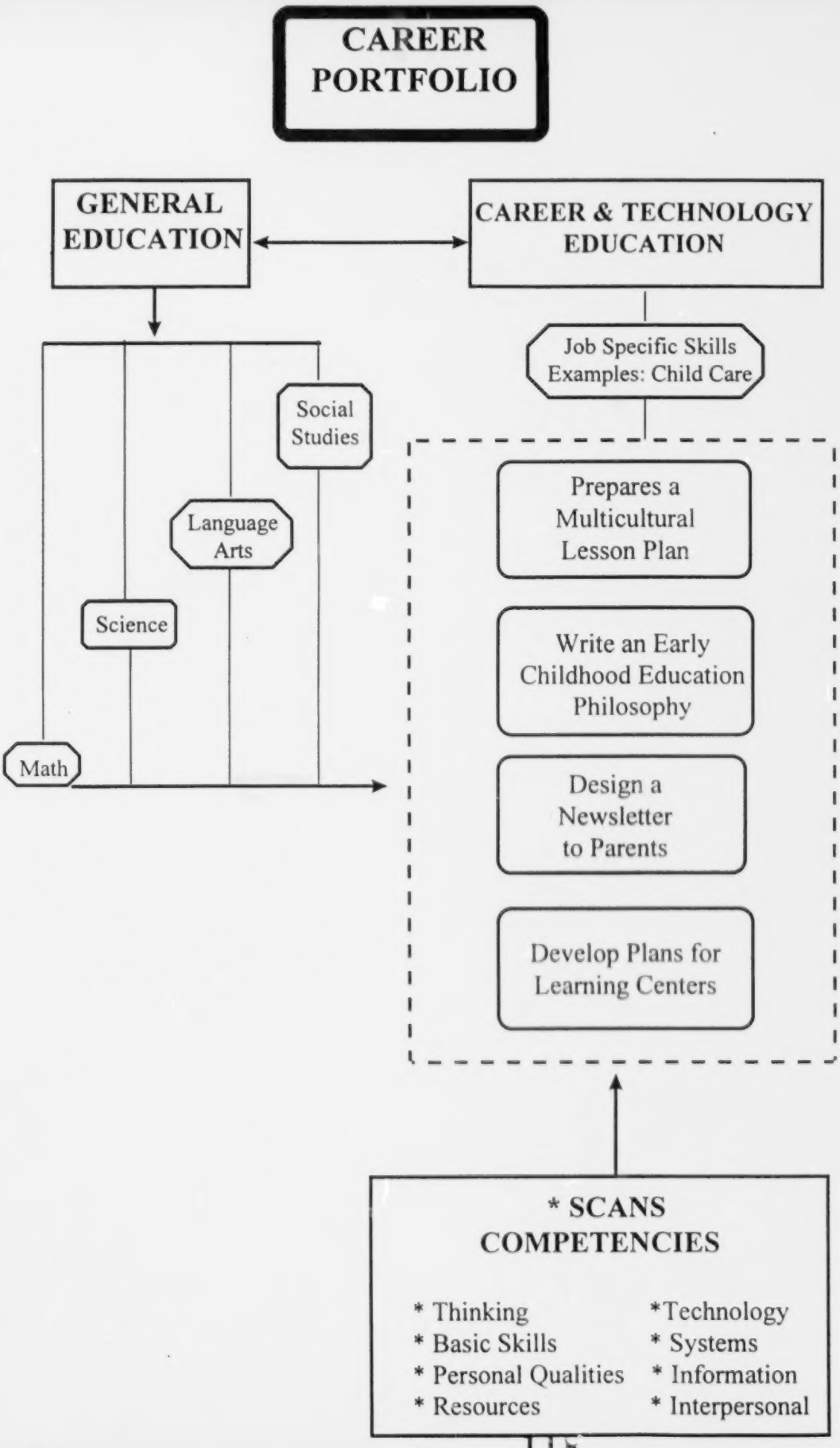
Recommendations for Portfolio Documents

Careful selection of documents to be included in a portfolio can demonstrate general education skills, general employability skills (SCANS), and skills specifically related to a chosen occupational area. Portfolios represent one type of authentic assessment that can help students demonstrate to future employers what they have accomplished in school and are becoming an established means of evaluation in many Texas schools.

There are numerous documents students might include in their portfolios. Encourage your students to select a variety of assignments from English, science, mathematics, social studies, **as well as** samples of work done in career and technology classes. You may be able to collaborate with teachers in other areas in the actual development of career portfolios.

Frameworks for a number of specific documents that could be included in a career portfolio for entry-level child care workers are described in this report. These are:

- Resume
- Scenarios of Child Care Situations
- Early Childhood Education Philosophy
- Lesson Plans
- Learning Center Schedule/Plan
- Suggestions for Newsletter to Parents


CAREER PORTFOLIO
GENERAL EDUCATION
CAREER & TECHNOLOGY EDUCATION
Job Specific Skills Examples: Child Care
Social Studies
Language Arts
Science
Math
Prepares a Multicultural Lesson Plan
Write an Early Childhood Education Philosophy
Design a Newsletter to Parents
Develop Plans for Learning Centers
* SCANS COMPETENCIES
* Thinking
* Basic Skills
* Personal Qualities
* Resources
*Technology
* Systems
* Information
* Interpersonal

A **Resume** can be used to summarize occupation specific job skills, SCANS, work experience, and career goals. As students develop resumes they can demonstrate basic skills, use technology and information skills, and apply what they have learned in English. Although no specific style or format is suggested, teachers should help students select a format which highlights their strengths. A simple, straight-forward format is preferred. Students should be encouraged to be as inclusive as possible in preparing the resume. BE SURE the resume is technically correct, that is, be certain that students use correct spelling and grammar.

Scenarios provide students an opportunity to demonstrate how they would respond to hypothetical situations in child care environments. Two possible examples focus on conflict resolution and child guidance. Other scenarios could be written on a variety of topics such as parent communication and co-worker communication. An analysis of a hypothetical situation provides evidence of a number of SCANS Foundation Skills including problem solving, decision making, reasoning, responsibility, self-management, and leadership. Occupation specific knowledge and procedures also would be evident in the student's response to the situation presented. The written response is appropriate for a portfolio, although you may want students to provide an oral explanation as well. Not only are responses to hypothetical situations an outstanding part of portfolios, but this activity also prepares the students for future interviews. Many employers utilize scenarios to determine how potential employees react to typical situations that child care providers might face in a work environment.

The **Early Childhood Education Philosophy** is an example of a document that could be prepared in collaboration with English and computer technology teachers in your school. The final product can provide evidence of proficiency in the three SCANS Foundation Skills (basic skills, thinking skills, and personal qualities) and demonstrate the student's understanding of occupation specific information. A philosophy statement encourages students to examine who they are and what they believe. Writing a philosophy implies reflection, and the final product will require writing, editing, and re-writing. Encourage students to use the questions provided to articulate their overall vision of working in the early childhood education field. This may be the first time students have been assigned a philosophy paper so many will need special guidance and encouragement. In addition to classroom discussions, some students may want to have a personal interview with a child care professional as they prepare their philosophy statements.

Completion of **Lesson Plans** demonstrates a student's ability to plan educational classroom activities. In writing lesson plans students will need to consider what information to present, identify available resources, and work within the system to create a positive learning environment for the children. The lesson plan format and style will vary among teachers and programs. The amount of detail that is needed should be determined by the individual teachers. Teachers may want to modify the lesson plan format to reflect style/format used in a particular school.

The planning of **Learning Centers** provides prospective employers with evidence of students' understanding of the ways children learn and the use of a variety of information. Although a number of specific skills related to early childhood education would be highlighted, many general employability skills, such as thinking skills, would be applied when preparing the Learning Center schedule. Planning and scheduling learning centers also requires that students make interdisciplinary connections with English, social studies, science, math, and art. Utilizing the suggested format to plan a week's activities, students would demonstrate their creativity by selecting a theme and weaving the theme into a number of different areas for the children.

Basic writing skills and the use of technology are two of the SCANS categories that can be demonstrated in a **Newsletter for Parents**. As part of a class project, students might provide evidence of their creativity and their ability to participate as members of a team as they write, edit, design, layout, and print a newsletter. A copy of a sample newsletter would make an excellent addition to a Career Portfolio. Encourage the students to highlight specific newsletter components for which they were responsible.

Field Test of the Portfolio Model

The portfolio model was field-tested by 16 Texas child care teachers during the 1995-96 school year; ten of the teachers were involved in Tech Prep Early Childhood Professions programs. Responses from teachers and students who used the portfolio were positive. The contents of students' portfolios varied depending on their intended use, which included getting a job, obtaining advanced placement credit in a Tech Prep program, and applying for scholarships. In addition to the items suggested in the model, students reported including the following in their portfolios: job applications, skills inventories, bulletin board sketches, business cards, supervisor and teacher evaluations, certificates, awards, photographs, and video-taped lessons.

Teachers indicated that the portfolio project was appropriate for most students and could be customized to meet individual needs. Some teachers reported many excellent portfolios. Many teachers stated they intended to continue to use portfolios in their classes. Teachers evaluated students' work by "grading" each item in the portfolio and/or evaluating the completed portfolio. Student self-evaluation also was used. Some teachers developed rating sheets and rubrics for use in evaluation. Evaluation of the portfolios was done primarily by teachers and students, but administrators, students' employers, and others occasionally were involved.

The teachers reported little collaboration with other teachers in their school, but the potential for such collaboration (with general education teachers, for example) exists. Authentic assessment techniques, particularly portfolios, are being incorporated in a variety of courses at all levels of education. It would be beneficial to students if the portfolio development process were coordinated across subject areas. Home economics teachers also may want to consider coordinating classroom portfolios with the STAR events, Job Interview and Applied Technology, that require portfolios.

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